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ABSTRACT

This guide for implementing performance-based curriculum is intended to teach students decision-making driving. Heavy emphasis is put on the tasks and concepts involving traffic flow tasks (interacting with other highway users) and the functions and factors that affect that interaction. It is a "90-hour" guide, that is, the average student needs about 90 hours of classroom and independent study time to complete the activities, exclusive of in-car lessons and practice. Nineteen modules are provided: introduction to the highway transportation system, preparing and controlling, maneuvering in limited space; signs, signals, and pavement markings; human functions; intersections; traffic flow; lane changes; passing on two-lane roadway; freeway driving; complex driving; obtaining a driver's license; avoiding and minimizing impact, vehicle malfunctioning; vehicle characteristics, motorcycle awareness, nonmotorized traffic; roadway variations; limited visibility, lessened traction, special driving conditions; legal responsibilities, post-crash responsibilities; planning for travel; internal factors, physical factors, alcohol and other drugs; vehicle maintenance; and system improvement, fuel conservation. Each module consists of a list of objectives; student learning activities (classroom group and independent study); teacher-led discussion outline; overhead transparency masters; study sheets; and worksheets. (YLB)

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A TRAFFIC SAFETY EDUCATION CURRICULUM GUIDE FOR WASHINGTON STATE

The Master Traffic Safety Education Curriculum Guide was developed from a Sample Guide compiled and updated by Mr. Joseph Mertens, Traffic Safety Education Regional Coordinator, from 1978-86.

A review committee was formed in 1986 to provide input for the final draft of the guide. Funding and support was provided by the Office of the Superintendent of Public Instruction.

A deep appreciation is extended to the teachers on the review committee whose competency and willingness to give of their time made the task and resulting guide possible.

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A special thank you goes to Janis Jolly Ament of Chewelah, Washington who loaned her talents in providing the majority of the illustrations in the guide.

INTRODUCTION TO THE USE OF THE MASTER TRAFFIC SAFETY EDUCATION (TSE) GUIDE FOR IMPLEMENTING PERFORMANCE BASED CURRICULUM

PERSPECTIVE

It is difficult to put anything together that has many parts without following directions. And so it would be difficult to use this guide unless the potential user is willing to spend some time to understand its composition and design. It is imperative, then, that the potential user study this introduction well and then explore all of the guide well before attempting to implement it or revise it to fit their needs.

Of course, the guide is designed, for the most part, for the Washington State program. It is necessary, then, to realize that the rules and regulations call for objectives in the 27 concepts listed as the titles for the modules. In addition the guide contains three modules not listed as required concepts: Module 8-Freeway Driving, 9-Complex Driving, and 10-Obtaining your Driver's License. It is perhaps more necessary to realize the basis for the course is task oriented as the titles of the modules would indicate. And most important of all is that the "driving force" philosophy behind the program is that our purpose is to teach students decision making driving. Heavy emphasis is put on the tasks and concepts involving traffic flow tasks (interacting with other highway users) and the functions and factors that affect that interaction. Much less effort is made on the basic control tasks where the greater emphasis used to be. Our secondary purpose in Washington is to prepare students for the Department of Licensing test - hence the one module that devotes the effort to that.

NUTS AND BOLTS

This Master TSE Curriculum Guide for implementing performance-based curriculum is a "90-hour" guide. That means that the "average" student needs about 90 hours of classroom and independent study time to complete the activities included exclusive of in car lessons and practice. For example, if classroom is scheduled for 45 hours, the student would need about 45 hours of independent study time. If class is scheduled for 90 hours, most students could complete most of the requirements in class. Variables such as class size, teacher availability for individual help, time on task by the teacher during classroom instruction and by the students during study time, all affect this "average needed time" for students to complete all the requirements.

A. BASIC ITEMS YOU WILL FIND IN THIS GUIDE.

1. Module Title Pages - This is the cover sheet for each module. The 19 of these Title Pages actually comprise the "Guide". All the other items are the support materials. On the title pages are listed the Objectives the students are required to meet to pass the concepts covered in the module. In order for a student to complete the course successfully, all modules must be passed according to the criteria in the Objectives. Also on the Title Pages are the Student Learning Activities (SLA's) from which the students can learn the concepts and pass the Evaluations in order to meet the Objectives. These SLA's are divided into two sections, Classroom Group Activities and Independent Study Activities.
2. Teacher-Led Discussions - These pages contain the outlines for leading discussions on various topics in Modules which have Teacher-Led Discussions as part of the Classroom Group Activities.

3. Overhead Transparency Masters - These are non-commercial masters for transparencies designed to provide a visual where there is a lack of available A.V. or where it was deemed it could enhance the program most.
4. Study Sheets - These are informational pages which contain information deemed necessary to the program which was either non-existent or insufficiently covered in other sources. Some Study Sheets were created specifically as resources for certain Worksheets.
5. Worksheets - They are the items students complete using various resources as part of studying the concepts.

These items are assembled into the guide for each Module in the order listed above.

B. HOW TO IMPLEMENT THIS GUIDE.

The Master TSE Curriculum Guide is just that, a Guide, not a lesson plan. The first 11 Modules are sequenced generally in the order that coincides with in car-lessons. In Modules 12 to 14, there are aspects of in car lessons, but do not have specific objectives for students to achieve in-car. The remaining Modules, 15 through 19, cover the concepts we refer to as non-lab Modules. The concepts are ones that affect the driving task, but are not specifically related to skills in actual driving of the vehicle. Although there is order and general sequence, lesson plans must be drawn up to use the guide. An example of a 60 day lesson plan is included as Example A at the conclusion of this introduction.

Part of the design of this guide includes the procedure that principally Modules 4 through 10 are completed independently by the students. The following items numbered 1 through 4 are the instructions students receive at the beginning of a course:

1. Most of Modules 4 through 10 are to be completed independently by you. You should proceed with independent student learning activities and evaluations in Modules 4 through 10. These modules should be done in the order that they are taken up in the Behind-the-Wheel lessons (refer to Behind-the-Wheel Driving Lessons). No student should be working more than one Behind-the-Wheel lesson ahead. (E.g., if you have completed the module(s) for Behind-the-Wheel Lesson 4 except for the in-car lesson, you may be working in the module(s) for Behind-the-Wheel Lesson 5, but not for Behind-the-Wheel Lesson 6.)
2. All independent student learning activities should be completed in one module and the test passed before proceeding to the next module. All modules that are applicable to the BTW Lesson(s) must be completed before the Behind-the-Wheel Lesson can be given.
3. Each student is responsible for completing the student learning activities in Modules 4 through 10 and should request the materials from the teacher during available class time. Each student is responsible for completing and scheduling time for taking Module 4 through 10 tests.
4. The following are the student learning activities in Modules 4 through 10 that the student is responsible for completing. (Request materials from teacher).

As you look at each of the Modules 4 through 10, you will see that there are classroom group activities. These are to be scheduled flexibly into the lesson plan related to the overall progress of the students in the class. Target dates should be established so that the teacher and students alike can manage their time in completing the independent Modules throughout the course - in other words, to not fall too far behind.

It is not necessary that Modules 4 through 10 be handled in the above described procedure. However, there are several substantial reasons for doing so. Among them, it allows the latitude needed for allowing for individual differences in the students' abilities to progress in the laboratory phase of the course. It also puts the responsibility on the student. It provides a direct opportunity for the students to experience what we want them to exhibit when they get driver licenses and are on their own - responsibility. This procedure also provides for a better control over the requirement in Washington that the course be integrated - that concepts covered in theory and testing in the classroom be covered and evaluated in practical application in the car before proceeding to the next concepts in class.

Modules 1 through 3 and 11 through 19 are done in a class group as can be seen in the attached lesson plan. The tests for these Modules are taken as a class group.

C. NUMBERING AND LETTERING OF THE GUIDE MATERIALS.

The guide is not numbered page by page because it is always changing due to revision. To know if the copy of the guide you have is complete, all the items for a particular Module are listed on the title page. The Module # appears in the heading for every page of each Module. In order that users will know if all the pages of a specific item are included, all items have at the top of each page what number page and the number of pages for that particular item.

All items in this guide are dated July, 1986. The practice has been as the Sample/Master Guide was being developed and revised over the years, the month and year of the latest revision was put on the item in order to distinguish it from previous items of the same number and title. For purposes of publication all the various dates of completion or revision for each item was updated to July, 1986. We suggest that when you revise any item (including even the smallest of revisions), you change the month and year to when you did the revision to help you keep track of which is your latest version. Of course you should also change the date in the title page for that module at the same time.

To distinguish Study Sheets, Worksheets, and Transparencies from those in the same category, little letters are used. (E.g., Worksheet W11a, W11b, and so on.) As Worksheets, Study Sheets, and Transparencies are discarded and added, gaps in this lettering can appear. (E.g., if a Module has two transparency sets, T2a and T2b and a new film is released that is a better resource than Transparency Set T2a for that concept, then Set T2a is discarded, leaving only T2b.) Again for publication purposes, all the lettering was revised to have an "a" through whatever letter without gaps for however many Worksheets, Study Sheets, and Transparency Master Sets there were for each Module. (We suggest that when these gaps appear, you do not re-letter. As in the example above for T2a and T2b, if you re-lettered T2b to T2a, you wouldn't have distinguishing numbers between the old T2a and the new T2a which can be confusing. It would be like having new editions of textbooks and the company did not indicate by a first or second edition or a different name for you to distinguish between the two.)

By now you probably realize that the heading or numbering system includes the initial of the item (W-Worksheet, SS-Study Sheet, and T-Transparency) followed by the Module #, and further followed by the small letter explained in the previous paragraph. Therefore W11c means a Worksheet for Module 11 distinguished from other Worksheets in Module 11 by the letter c.

For each Classroom Group Activity, a time is given in minutes. This indicates the approximate time needed to present that item to a class of "normal" size (25-30 students).

D. UTILIZATION OF STUDY SHEETS AND WORKSHEETS.

Study Sheets and Worksheets are not to be graded. They are learning activities by which the students can learn the material so that they can pass the Evaluations which are graded. Checks to see that students are reading the Study Sheets and completing the Worksheets in good fashion should be made. Rarely can students pass Modules where they have done poor work on the worksheets or failed to read Study Sheets or textbook passages.

The Study Sheets and Worksheets are the two items which are distributed from the guide to the students. The suggested procedure for distribution is to bind all the study sheets together in a folder and check them out to the students like textbooks are checked out. That way they can be checked in at the end of a course and be reused.

The design of the Worksheets is such that all the work can be done on the Worksheets themselves. They should be distributed to the students separately as each one is assigned or the students are ready for them in Modules done independently.

E. RETESTING OF OBJECTIVES.

Because all Modules must be passed to complete the course, students who fail the test must retake a test for the Module failed until he/she passes it. To prepare the student for retesting the teacher should assign appropriate measures. These can include reassigning the worksheets for that module and the teacher evaluating the work on the worksheets for satisfactory completion before allowing a retake. Or it could include viewing of A.V. materials on the student's own time in a library setting or elsewhere with required notes to be reviewed by the teacher. Or it could include writing a summary or an outline of the textbook pages on the concept and/or using resources from the Scott, Foresman and Co. Teacher's Resource Book, again to be reviewed by the teacher. Note that the important aspect of preparing for test retake is involvement of the teacher which, of course, is time consuming. The purpose of this is to help insure that the student is using the "learning activities" well and not just going through motions that would destine them to further failure. It also helps to show the student that responsible effort in class and readings, and on worksheets enables them to pass the tests.

F. ATTACHMENTS AND SAMPLES.

Attached as Example B are two samples of "flow charts" which show two alternatives for achieving the progression required for integrated progress through the lab modules and in car lessons.

Attached as Example C are the first few pages of Student Learning Activities/Assignment Number handout. This handout enables the student to keep track of assignments, test schedule and their own individual progress in independent modules. It also provides them with a ready list of what to use to study (notes on classroom group activities, textbook readings, study sheets, and worksheets) for a module test.

Sample Study Sheet SS1a outlines a majority of these procedures for the student. (Note that the SS1a we included in the guide is only a sample and that we have provided a blank SS1a for you to add/develop your specific program policies.) SS1a should also be used in a teacher-led discussion on the first or second day of class.

G. ADAPTING MASTER GUIDE TO LOCAL SCHOOL DISTRICT OR HIGH SCHOOL

All of the text material for the guide are on data disks using the Appleworks computer program. Because of this, we strongly suggest that each teacher who uses this guide become familiar with Appleworks. By doing that, the teacher could easily revise the text materials to fit the school district or high school's needs and still maintain the quality and consistency of the materials. We urge you to change the Xxxxxxx School District throughout the guide to your school district or high school's name. We suggest that if for any item for which you are changing only the school name, it would be more economical and time saving to simply paste the name of your school over the Xxxxxx School District, but when making any other change in any materials, be sure also to change to your school name in the computer.

All illustrations are manually drawn and pasted into the master copies of the text. If you make text changes, simply cut out the illustrations and paste them on your new text. If you desire to change any illustrations, you will have to be on your own.

CAUTION: WHEN CHANGING ANY NUMBERS OR DATES, BE COGNIZANT THAT OTHER ITEMS SUCH AS THE TITLE PAGE OR REFERENCED STUDY SHEET OR WORKSHEET MAY NEED TO BE CHANGED ALSO. FAILURE TO MAKE THE CHANGES IN ALL REFERENCES CAN CAUSE CONFUSION WHEN YOU TRY TO USE THE MATERIALS LATER.

H. RESOURCES

Several computer programs and many AV materials are listed throughout the guide. Sources and approximate prices for these items can be found in Appendix A of this introduction.

The tests are programmed onto data disks for the Test Maker program. The data disks and/or the "hard copy" of these tests are available for order with the guide. These tests are also programmed for Washington State programs only on the Minnesota Education Computing Consortium (MECC) Teachers Utilities Disk - Volume 1, Version 4.2 for Apple computer.

It is the hope of all those who had a part in the development of this guide that it will assist in enhancing the growth of Traffic Safety Education into the recognized discipline it deserves.

EXAMPLE A

(Page 1 of 10 pages)

SAMPLE LESSON PLAN (60-day)

Directions: In the lesson plan below, the abbreviations are as follows: Mo - Monday, Tu - Tuesday, We - Wednesday, Th - Thursday, Fr - Friday, Sa - Saturday; E - Evaluation; Mod - Module. When numbers appear under instruction like 1-C4, it means Module # (in this case Module 1) and Classroom Group Activity # (in this case CGA 4.) When "Collect Mod 1" appears, it is a reminder to have the students hand in the worksheets and other items such as pamphlets. When numbers appear under assignments like 1-2, it means Module # (1) and Independent Study Activity # (2). It also refers to that number on the assignment sheets. All assignments that are due or to be completed are to be done before the start of class for the day assigned.

It is intended that the instruction take place at the beginning of the class period followed by independent study time for the time that remains. During that time the students can take the independent tests for Modules 4-10, in car schedules can be checked, students can get individual help from the teacher, and, of course, they should study when they are not doing any of these items.

* * *

DAY 1 Tuesday September 2, 1986

Instruction

1. Issue books	
2. Study Guides	Explain sections of the Study Guide
3. Assignment Sheets	Explain purpose and use of Assignment Sheets
4. 1-C2	Enrollment Form
5. 1-C1	TLD on SS1a

Assignment

1. 1-1 by We 9/3	Textbook reading
2. 1-2 by Fr 9/5	Driving Procedure Quizzes
3. 1-4 due Fr 9/5	W1b
4. 1-8 continue	Practice driving - basic maneuvers with parents. Explain practice driving at home.

* * *

DAY 2 Wednesday September 3, 1986

Instruction

1. Mods. 4-10	Explain procedure for Independent Modules 4 through 10.
2. 1-C3	TLD on T1a and complete W1a
3. 1-C5	TLD on T1b

Assignment

1. 1-3 due Fr 9/5	W1a (in class)
2. 1-6 due Fr 9/5	W1d
3. 2-1 by Th 9/4	Textbook reading
4. 2-2 by Th 9/4	Driver's Guide reading
5. E4 by We 9/17	Target date by which Module 4 test should be completed.

Equipment

1. OH

* * *

DAY 3 Thursday September 4, 1986

Instruction

1. 2-C1	FS/C "Signs and Symbols"
2. 1-C4	TLD on SS1b and OH Visual 1, p. 2-5, Teacher Resource Book

Assignment

1. E1 on Fr 9/5	
2. 1-5 due Fr 9/5	W1c
3. 2-3 by Mo 9/8	Pamphlet "Road Symbol Signs"
4. 2-5 due Tu 9/9	W2b
5. 2-6 due Tu 9/9	W2c

Equipment

1. FS/C
2. OH

* * *

DAY 4 Friday September 5, 1986

Instruction	
1. E1	Test on Module 1
2. Collect Mod 1	
3. 2-C2	FS/C "Markings and Signals"
Assignment	
1. 2-4 due Tu 9/9	W2a
2. 3-1 by Mo 9/8	Textbook reading
Equipment	
1. FS/C	

DAY 5 Monday September 8, 1986

Instruction	
1. 2-C3	16MM "Are You Reading Me?"
2. 3-C1	FS/C "Identification"
Assignment	
1. E2 on Tu 9/9	
Equipment	
1. 16MM	
2. FS/C	

DAY 6 Tuesday September 9, 1986

Instruction	
1. E2	Test on Module 2
2. Collect Mod 2	
3. 3-C2	Tape "Your Cushion for Safety" and W3d
Assignment	
1. 3-2 by Fr 9/12	SS3a
2. 3-6 due Fr 9/19	W3d (in class)
Equipment	
1. VCR	

DAY 7 Wednesday September 10, 1986

Instruction	
1. 3-C3	FS/C "Prediction"
Assignment	
1. 17-1 (IF) Mo 9/15	Textbook reading on Internal Factors
Equipment	
1. FS/C	

DAY 8 Thursday September 11, 1986

Instruction	
1. 3-C4	FS/C "Decision-Execution"
Assignment	
1. 3-3 by Fr 9/12	W3a
2. 3-4 due Fr 9/19	W3b
Equipment	
1. FS/C	

DAY 9 Friday September 12, 1986

Instruction	
1. 3-C7	TLD on W3a
2. 4-C1	TLD on T4a
Assignment	
1. E4 by We 9/17	Target date for completion of Module 4 Test
2. 12-1 by We 9/17	Textbook reading
3. 12-2 by We 9/17	Driver's Guide reading
Equipment	
1. OH	

SAMPLE LESSON PLAN (60 day)
(Page 3 of 10 pages)

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DAY 10 Monday September 15, 1986

Instruction

1. 17-C1 TLD using SS17c and W17h

Assignment

1. 12-3 by Th 9/18 Pamphlet "Sharing the Roadway"

* * *

DAY 11 Tuesday September 16, 1986

Instruction

1. 3-C5 FS/C "Compromise and Separate"

Assignment

1. 3-5 due Fr 9/19 W3c
2. 19-6 due Fr 11/14 SS19a Project (Projects must be fully completed by Fr November 14.)

Equipment

1. FS/C

* * *

DAY 12 Wednesday September 17, 1986

Instruction

1. 12-C1 FS/C "How To Tell Your Car About Motorcycles"

Assignment

1. 12-5 due Tu 9/23 W12b
2. E5 by We 10/1 Target date for test on Module 5

Equipment

1. FS/C

* * *

DAY 13 Thursday September 18, 1986

Instruction

1. 3-C6 TLD on T3a

Assignment

1. E3 on Fr 9/19
2. 12-6 due Tu 9/23 W12c

Equipment

1. OH

* * *

DAY 14 Friday September 19, 1986

Instruction

1. E3 Test on Module 3
2. Collect Mod 3
3. 12-C2 16MM "A Driver's View of Motorcycling"
4. 12-C3 TLD, Overhead Visual, p. 8-6 Teacher Resource Book, Discussion p. 8-1

Assignment

1. 13-1 by Tu 9/23 Textbook reading
2. 13-3 by We 9/24 SS13a and W13a
3. 13-4 by We 9/24 W13b

Equipment

1. 16MM
2. OH

* * *

DAY 15 Monday September 22, 1986

Instruction

1. 12-C4 TLD on T12a and W12a

Assignment

1. E12 on Tu 9/23
2. 12-4 due Tu 9/23 W12a (Completed in class)
3. 13-2 by Th 9/25 Pamphlet "We Can't Go On Meeting Like This"

Equipment

1. OH

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SAMPLE LESSON PLAN (60 day)
(Page 4 Of 10 pages)

* * *

DAY 16 Tuesday September 23, 1986

Instruction

1. E12 Test on Module 12
2. Collect Mod 12
3. 13-C2 16MM "Lucky You"

Assignment

1. 15-1 by Th 9/25 Textbook reading
2. 15-2 by Mo 9/29 Driver's Guide reading

Equipment

1. 16MM

* * *

DAY 17 Wednesday September 24, 1986

Instruction

1. 13-C1 TLD on W13a and W13b

Assignment

1. E13 on Th 9/25
2. 15-4 due We 10-1 W15a using SS15b

* * *

DAY 18 Thursday September25, 1986

Instruction

1. E13 Test on Module 13
2. Collect Mod 13
3. 15-C1 FS/C "Accident, Take One"

Assignment

1. 15-3 by Tu 9/30 SS15a
2. 13-6 continue Practice BTW with parents on roadway variations
3. 15-6 due We 10/1 W16c

* * *

DAY 19 Friday September 26, 1986

Instruction

1. 5-C1 TLD on T5a
2. 5-C2 TLD on T5b

Assignment

1. E5 by We 10/1 Reminder of Module 5 test target date

Equipment

1. OH

* * *

DAY 20 Monday September 29, 1986

Instruction

1. 15-C2 TLD on licensing, police, and courts

Assignment

1. 17-1 (PF) Fr 10/3 Textbook reading on Physical Factors
2. 17-13 by Fr 10/3 W17d

* * *

DAY 21 Tuesday September 30, 1986

Instruction

1. 15-C3 Guest Speaker on Insurance

Assignment

1. E15 on We 10/1
2. 15-5 due We 10/1 W15b
3. 17-4 by Mo 10/6 Pamphlet "Drinking -- and Dying -- on America's Highways"

* * *

DAY 22 Wednesday October 1, 1986

Instruction

1. E15 Test on Module 15
2. Collect Mod 15

Assignment

1. 17-1 (A&D) Tu 10/7 Testbook reading on Alcohol and Drugs
2. 17-2 by Th 10/9 Booklet "You, Alcohol and Driving"

SAMPLE LESSON PLAN (60 day)
(Page 5 of 10 pages)

* * *

DAY 23 Thursday October 2, 1986

Instruction
1. 17-C11 16MM "Kevin's Story"
2. 18-C3 Underhood checks, Group 1

Assignment
1. 17-3 by Fr 10/10 Pamphlet "What You Should Know About The Washington State Drunk Driving Laws"
2. 17-6 by Fr 10/10 W17a
3. 17-12 by We 10/23 Computer program "Alcohol, an Educational Simulation, 'The Party'"
4. E6 by Fr 10/10 Target date for completion of Module 6 test.

Equipment
1. 16MM

* * *

DAY 24 Friday October 3, 1986

Instruction
1. 17-C13 TLD on W17d
2. 18-C3a Underhood checks, Group 2

Assignment
1. 17-13 by We 10/29 Computer program "Limit"

* * *

DAY 25 Monday October 6, 1986

Instruction
1. 17-C2 16MM trigger films "Stop Sign" and "Homework"

Assignment
1. 17-7 by Mo 10/13 W17b

Equipment
1. 16MM

* * *

DAY 26 Tuesday October 7, 1986

Instruction
1. 6-C1 TLD using T6a and SS6a

Assignment
1. E6 by Fr 10/10 Reminder of Target date for Module 6 Test

Equipment
1. OH

* * *

DAY 27 Wednesday October 8, 1986

Instruction
1. 17-C12 16MM "Marijuana, Driving and You"

Assignment
1. 17-5 by Mo 10/20 Pamphlet "Everyday Drugs - - Safety Rules and Danger Signals"
2. 17-8 by Mo 10/20 W17c

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DAY 28 Thursday October 9, 1986

Instruction
1. 17-C5 Transparency Set "If You Drive, What About Drinking?"

Assignment
1. None

Equipment
1. OH

* * *

DAY 29 Friday October 10, 1986

Instruction
1. 17-C3 TLD using W17a

Assignment
1. E7 by Mo 10/20 Target date for completion of Module 7 test

* * *

SAMPLE LESSON PLAN (60 day)
(Page 6 of 10 pages)

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DAY 30 Monday October 13, 1986

Instruction

1. 16-C1 TLD on Map Reading

Assignment

1. 16-1 by Fr 10/24 Textbook reading
2. 16-3 due Fr 10/24 W16a
3. 16-4 due Fr 10/24 W16b (Note-teacher must make entries on W16b before handing out to students)

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DAY 31 Tuesday October 14, 1986

Instruction

1. 16-C2 TLD on T16a

Assignment

1. 16-2 by Fr 10/24 SS16a
2. 16-5 due Fr 10/24 W16c (Note-teacher must make entries on W16c before handing out to students)
3. E16 by Fr 11/7 Inform students that when they have completed 16-1 through 16-5, they will receive E16 as a take home test. (Note-teacher must make entries on E16 before handing out to students. Suggestion - prepare tests now including students' names on the tests.)

Equipment

1. OH

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DAY 32 Wednesday October 15, 1986

Instruction

1. 7-C1 TLD on T7a and SS7a

Assignment

1. None

Equipment

1. OH

****

DAY 33 Thursday October 16, 1986

Instruction

1. 7-C2 FS/C "Principles of Passing"

Assignment

1. None

Equipment

1. FS/C

****

DAY 34 Friday October 17, 1986

Instruction

1. 17-C7 TLD on W17e (W17e done in class to begin the session)

Assignment

1. 17-10 by We 10/22 SS17a, W17f, W17i
2. E7 by Mo 10/20 Reminder of target date for Module 6 test

****

DAY 35 Monday October 20, 1986

Instruction

1. 17-C6 TLD on W17c

Assignment

1. E8 by Fr 10/31 Target date for Module 8 test
2. E9 by Fr 10/31 Target date for Module 9 test

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DAY 36 Tuesday October 21, 1986

Instruction

1. 17-C4 FS/C "Decision is Yours"

Assignment

1. None

Equipment

1. FS/C

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SAMPLE LESSON PLAN (60 day)
(Page 7 of 10 pages)

* * *

DAY 37 Wednesday October 22, 1986

Instruction

1. 17-C8	TLD on W17f and W17i
2. 17-C9	16MM or Tape "Just Another Friday Night"

Assignment

1. 17-11 by Th 10/23	W17g
2. E16 by Fr 10/24	Reminder take home test on Module 16 due Friday

Equipment

1. 16MM or VCR

* * *

DAY 38 Thursday October 23, 1986

Instruction

1. 17-C10	TLD on W17g
2. 8-C1	16MM "Freeway Driving - Making Critical Decisions"

Assignment

1. E17 on We 10/29

Equipment

1. 16MM

* * *

DAY 39 Friday October 24, 1986

Instruction

1. 8-C2	TLD on T8a
2. 14-C2	16MM "To Drive at Night"

Assignment

1. E8 by Fr 10/31	Reminder of Module 8 test
2. E9 by Fr 10/31	Reminder of Module 9 test
3. 14-3 by Tu 11/4	Pamphlet "Driving During Darkness"
4. 14-8 by We 11/19	SS14b (Parental night driving lesson)

Equipment

1. 16MM
2. OH

* * *

DAY 40 Monday October 27, 1986

Instruction

1. 9-C1	TLD using T9a and SS9a

Assignment

1. 14-1 by We 10/29	Textbook reading
2. 14-2 by We 10/29	Driver's Guide reading

Equipment

1. OH

* * *

DAY 41 Tuesday October 28, 1986

Instruction

1. 9-C2	TLD using T9b

Assignment

1. E17 on We 10/29	Reminder of test on Module 17
2. 14-4 by Th 10/30	Pamphlet "The Complete Guide of How to Go in Ice and Snow"
3. 14-6 by Th 10/30	W14a
4. 11-1 by Th 10/30	Textbook reading
5. 11-4 by Fr 11/7	Computer "Driving Procedure Quizzes"

Equipment

1. OH

* * *

SAMPLE LESSON PLAN (60 day)
(Page 8 of 10 pages)

****

DAY 42 Wednesday October 29, 1986

Instruction

1. E17	Test on Module 17
2. Collect Mod 17	
3. 14-C1	16MM "Water Skiing on Four Wheels"

Assignment

1. 14-7 by Fr 10/31	W14b
2. 11-2 by Mo 11/3	Driver's Guide reading

Equipment

1. 16MM

****

DAY 43 Thursday October 30, 1986

Instruction

1. 14-C3	TLD including W14a
2. 11-C8	TLD on Vehicle Malfunctions and Breakdowns

Assignment

1. 14-5 due Tu 11/4	SS14a and W14c
2. 11-10 due Th 11/13	W11e
3. 11-12 due Th 11/13	W11g

****

DAY 44 Friday October 31, 1986

Instruction

1. 14-C4	TLD using W14b

Assignment

1. E14 on Tu 11/4	
2. 19-6 due 11/14	Reminder that SS19a projects are to be fully completed by Fr November 14
3. E10 by We 11/12	Target date for completion of Module 10 test

****

DAY 45 Monday November 3, 1986

Instruction

1. 11-C1	FS/C "Minimizing Impact"

Assignment

1. 11-5 by Mo 11/10	Activity 2, p. 13-4 Teacher Resource Book

Equipment

1. FS/C

****

DAY 46 Tuesday November 4, 1986

Instruction

1. E14	Test on Module 14
2. Collect Mod 14	
3. 11-C5	Tape "Beyond The Limits"

Assignment

1. 14-10 Continue	BTW Practice With Parents

Equipment

1. VCR

****

DAY 47 Wednesday November 5, 1986

Instruction

1. 11-C6	TLD on Avoiding and Minimizing Impact
2. 11-C9	Changing a Tire, Group 1

Assignment

1. 11-8 due Th 11/13	W11c
2. 11-9 due Th 11/13	W11d

Equipment

1. Tire Tools

****

SAMPLE LESSON PLAN (60 day)
(Page 9 of 10 pages)

* * *

DAY 48 Thursday November 6, 1986

Instruction

1. 11-C9 Changing a Tire, Group 2

Assignment

1. 11-11 due Th 11/13 W11f
2. 11-3 by We 11/12 Pamphlet "How Many of These Fairy Tales Have You Told"

Equipment

1. Tire Tools

* * *

DAY 49 Friday November 7, 1986

Instruction

1. 10-C1 Guest Speaker From DOL
2. Collect Mod 16

Assignment

1. E10 by We 11/12 Reminder of test on Module 10
2. 11-7 due Th 11/13 SS11b and W11b

* * *

DAY 50 Monday November 10, 1986

Instruction

1. 11-C7 TLD on T11a
2. 11-C2 16MM "Dynamics of a Crash"

Assignment

1. 11-6 due Th 11/13 SS11a and W11a
2. 18-1 by Th 11/13 Textbook reading

Equipment

1. OH
2. 16MM

* * *

DAY 51 Wednesday November 12, 1986

Instruction

1. 11-C3 16MM TV spots "Egg, Pumpkin, Headache"
2. 11-C4 TLD on Safety Belt Usage

Assignment

1. E11 on Th 11/13
2. 18-2 by Tu 11/18 W18a

Equipment

1. 16MM

* * *

DAY 52 Thursday November 13, 1986

Instruction

1. E11 Test on Module 11
2. Collect Mod 11
3. 18-C1 Tape "Car Care Series" Program 1

Assignment

1. 18-3 by Tu 11/18 SS18a and W18b

Equipment

1. VCR

* * *

DAY 53 Friday November 14, 1986

Instruction

1. 18-C2 Tape "Car Care Series" Program 2

Assignment

1. 18-4 due We 11/19 W18c
2. 18-5 due We 11/19 W18d
3. 19-1 by Mo 11/17 Textbook reading
4. 19-2 by Mo 11/17 Driver's Guide reading
5. 19-6 due today Completed SS19a projects

Equipment

1. VCR

SAMPLE LESSON PLAN (60 day)
(Page 10 of 10 pages)

****

DAY 54 Monday November 17, 1986

Instruction
1. 19-C1 FS/C "Minimizing Impact" frames 68-90 and TLD on Engineering
2. 19-C4 TLD on litter control

Assignment
1. 19-4 by Th 11/20 Pamphlet "Don't Be Fuelish"
2. 19-5 by Th 11/20 W19a

Equipment
1. FS/C

****

DAY 55 Tuesday November 18, 1986

Instruction
1. 18-C4 TLD using W18a and W18b

Assignment
1. E18 on We 11/19

****

DAY 56 Wednesday November 19, 1986

Instruction
1. E18 Test on Module 18
2. Collect Mod 18
3. 19-C2 Guest Speaker - Police Officer

Assignment
1. 19-3 by Fr 11/21 Pamphlet "Who Needs H.S. Driver Education?"

****

DAY 57 Thursday November 20, 1986

Instruction
1. 19-C3 Guest Speaker - Paramedic
2. 19-C5 TLD on "Don't Be Fuelish" and W19a

Assignment
1. E19 on Fr 11/21

****

DAY 58 Friday November 21, 1986

Instruction
1. E19 Test on Module 19

Assignment
1. None

****

DAY 59 Monday November 24, 1986

Instruction
1. Make-up

Assignment
1. None

****

DAY 60 Tuesday November 25, 1986

Instruction
1. Collect Materials
2. 17-C14 Tape "One Too Many" (Last 35 minutes of class)

Assignment
1. Drive Safely All Your Life!
2. Have a Good Thanksgiving!

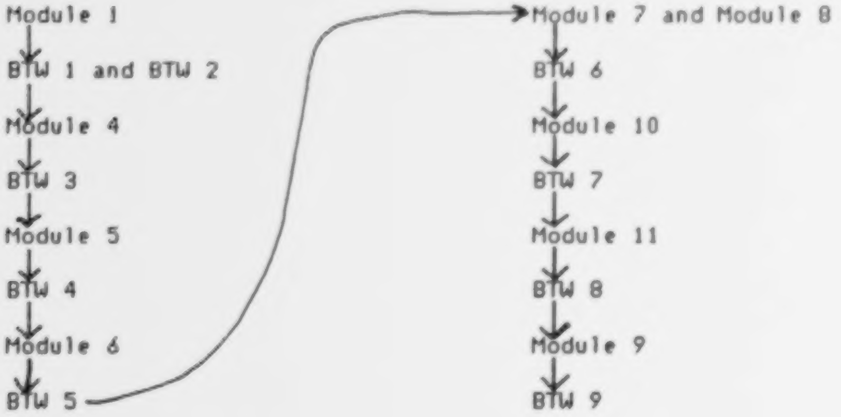
Equipment
1. VCR

****

EXAMPLE B
(Page 1 of 2 pages)

SAMPLE FLOW CHART 1

The following sample flow chart is based on the Behind-the-Wheel lessons outlined on the bottom half of this page. Only the "lab" modules are strictly sequenced since only those modules truly affect integration of classroom and laboratory phases.



The suggested sequence for the remaining modules is:

1st - Module 2, 2nd - Module 3 (These two modules should be completed in the first 20% of the course), 3rd - Module 12, 4th - Module 13, 5th - Module 15, 6th - Module 17, 7th - Module 16, 8th - Module 18, 9th - Module 19. Module 14 - complete in the early part of winter or spring course; complete in the latter part of fall or summer course.

****

BEHIND-THE-WHEEL DRIVING LESSONS

BTW 1: a. Pre-start, b. Starting the engine, c. Preparing to move the car, d. Entering the roadway from a parking space, e. Stopping the car, f. Leaving the roadway to a parking space, g. Securing the car, h. Backing in a straight line, i. Speed control, j. Lane control.

BTW 2: a. Right turn, b. Left turn, c. Backing around a corner, d. Driveway turnabout same side of street, e. Driveway turnabout opposite side of street, f. Parking uphill with a curb, g. Parking uphill without a curb, h. Parking on a downhill, i. Angle park, j. Using a quick brake to stop the car.

BTW 3: a. Proceeding through uncontrolled intersections, b. Proceeding through intersections controlled by stop signs, c. Proceeding through intersections controlled by signal lights, d. Right turns from multiple lane street, e. Left turns from multiple lane street, f. Right turns onto multiple lane street, g. Left turn onto multiple lane street.

BTW 4: a. Following, b. Being followed, c. Traffic alongside, d. Oncoming traffic, e. Maintaining adequate separation.

BTW 5: a. Lane change to the left, b. Lane change to the right.

BTW 6: a. Passing on a two lane roadway, b. Being passed on a two lane roadway, THE FOLLOWING REFER ONLY TO FREEWAY: c. Merging, d. Exiting, e. Speed control, f. Lane position, g. Lane selection, h. Lane changing, i. Assisting others to merge, j. Passing, k. Being passed.

BTW 7: a. Basic skills road test.

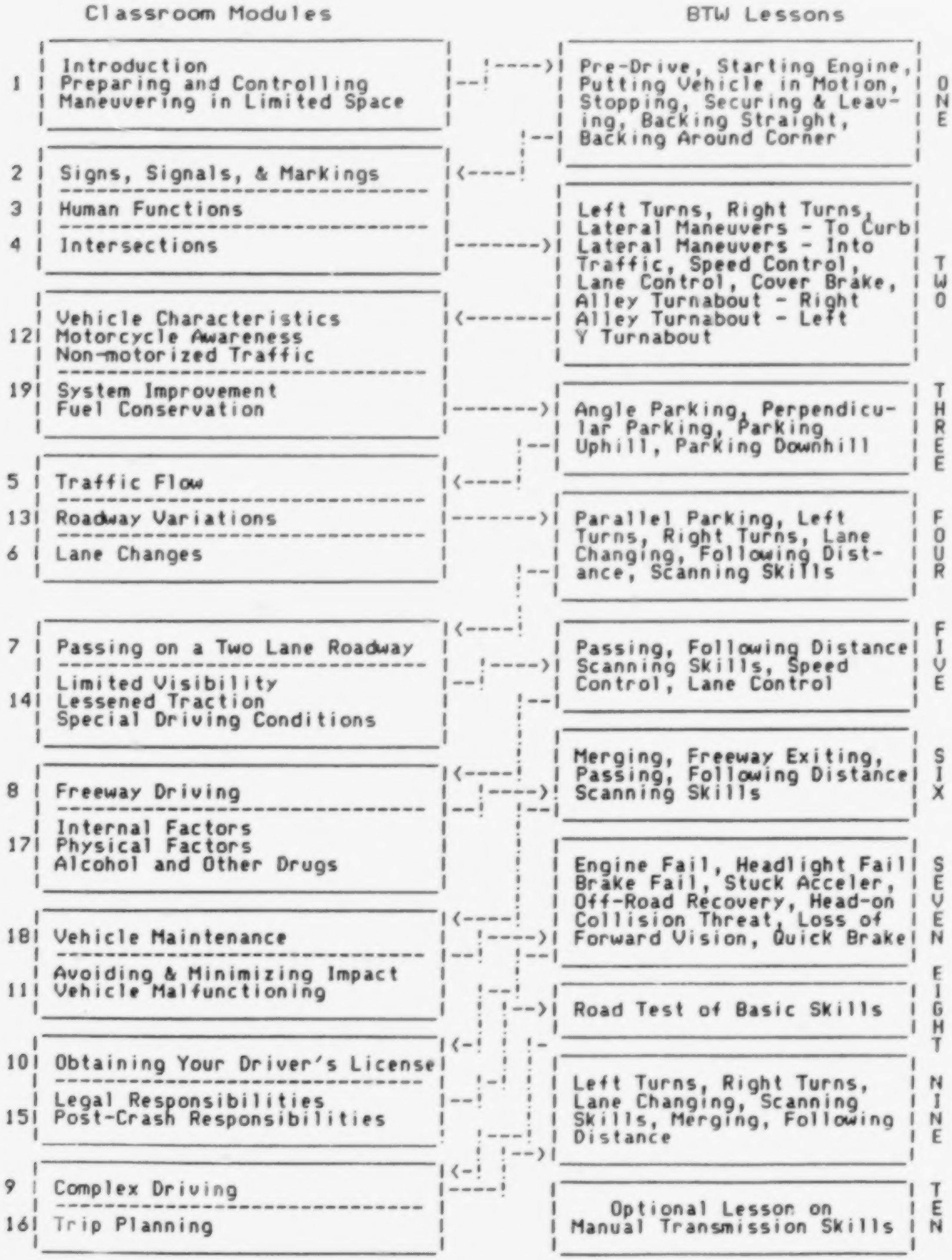
BTW 8: a. Brake failure, b. Engine failure, c. Stuck accelerator, d. Loss of forward vision, e. Loss of lights (night), f. Head-on collision threat, g. Off road recovery.

BTW 9: APPLICATION OF THE FOLLOWING TASKS IN THE COMPLEX GRID OF A LARGE CITY BUSINESS AREA DURING MODERATE TO HEAVY TRAFFIC: a. Speed control, b. Steering control, c. Right turns, d. Left turns, e. Lane position, f. Lane changing, g. Lane selection, h. Intersecting, i. Following, j. Being followed, k. Traffic alongside, l. Meeting oncoming cars, Passing on multiple lane streets.

EXAMPLE B
(Page 2 of 2 pages)

SAMPLE FLOW CHART 2

The following is the sample flow chart from the "Behind-the-Wheel Lessons" by Ron Hales and Art Opfer.


Classroom Modules
BTW Lessons
1 Introduction
Preparing and Controlling
Maneuvering in Limited Space
2 Signs, Signals, & Markings
3 Human Functions
4 Intersections
12 Vehicle Characteristics
Motorcycle Awareness
Non-motorized Traffic
19 System Improvement
Fuel Conservation
5 Traffic Flow
13 Roadway Variations
6 Lane Changes
7 Passing on a Two Lane Roadway
14 Limited Visibility
Lessened Traction
Special Driving Conditions
8 Freeway Driving
17 Internal Factors
Physical Factors
Alcohol and Other Drugs
18 Vehicle Maintenance
11 Avoiding & Minimizing Impact
Vehicle Malfunctioning
10 Obtaining Your Driver's License
15 Legal Responsibilities
Post-Crash Responsibilities
9 Complex Driving
16 Trip Planning
Pre-Drive, Starting Engine, Putting Vehicle in Motion, Stopping, Securing & Leaving, Backing Straight, Backing Around Corner
ONE
Left Turns, Right Turns, Lateral Maneuvers - To Curb Lateral Maneuvers - Into Traffic, Speed Control, Lane Control, Cover Brake, Alley Turnabout - Right Alley Turnabout - Left Y Turnabout
TWO
Angle Parking, Perpendicular Parking, Parking Uphill, Parking Downhill
THREE
Parallel Parking, Left Turns, Right Turns, Lane Changing, Following Distance, Scanning Skills
FOUR
Passing, Following Distance Scanning Skills, Speed Control, Lane Control
FIVE
Merging, Freeway Exiting, Passing, Following Distance Scanning Skills
SIX
Engine Fail, Headlight Fail Brake Fail, Stuck Acceler, Off-Road Recovery, Head-on Collision Threat, Loss of Forward Vision, Quick Brake
SEVEN
Road Test of Basic Skills
EIGHT
Left Turns, Right Turns, Lane Changing, Scanning Skills, Merging, Following Distance
NINE
Optional Lesson on Manual Transmission Skills
TEN

EXAMPLE C
STUDENT LEARNING ACTIVITIES/ASSIGNMENT NUMBERS
(Page 1 of 11 pages)

Modules 1 - 3 and 11 - 19

Module Assign Number — Due or Completion Day & Date

****

CLASSROOM GROUP ACTIVITIES — Module 1

1-C1 ________________ Participate in a teacher-led exercise on Study Sheet SS1a.

1-C2 ________________ Complete the course enrollment form as directed by the teacher.

1-C3 ________________ Participate in a teacher-led discussion using overhead Transparency Set T1a on the Highway Transportation System. Complete Worksheet W1a during the discussion.

1-C4 ________________ Participate in a teacher-led discussion on the purpose, and/or meaning of warning lights in the dash using Study Sheet SS1b and the location of these warning lights and other instruments and guages using a transparency made from Overhead Visual 1, Chapter 2, page 2-5, from Scott, Foresman and Co. Teacher Resource Book.

1-C5 ________________ Participate in teacher-led discussion on the human functions using overhead Transparency Set T1b. (July, 1986) (10 mins.) (W1d should be assigned after this discussion.)

INDEPENDENT STUDY ACTIVITIES

1-1 ________________ Read Drive Right, a Responsible Approach, pp. 1-11, 14-31, 76-79, 81-91.

1-2 ________________ Complete the JAG Software computer program "Driving Procedure Quizzes" directly on the computer for: Pre-start, Starting Engine, Putting vehicle in motion, Stopping, Securing and leaving vehicle, Lane control, Speed control, Backing straight, Backing around a corner, Left turns, Right turns, Lateral maneuver - move to curb, Lateral maneuver - move into traffic, Quick brake, Cover brake, Alley turnabout - right side, Alley turnabout - left side, Parking uphill, Parking downhill, Y - turnabout, Angle parking - entering, Angle parking - leaving, Perpendicular parking - entering, Perpendicular parking - leaving, Parallel parking - entering, Parallel parking - leaving.

1-3 ________________ Complete Worksheet W1a. (During teacher-led discussion in class).

1-4 ________________ Complete Worksheet W1b.

1-5 ________________ Complete Worksheet W1c.

1-6 ________________ Complete Worksheet W1d.

1-8 ________________ Practice application of procedures for preparing and controlling, and maneuvering in limited space with parents or other qualified licensed persons.

E1 ________________ Pass Module 1 test.

****

CLASSROOM GROUP ACTIVITIES — Module 2

2-C1 ________________ View filmstrip cassette program, "Signs and Symbols." While viewing, participate in teacher-led discussion on items from the filmstrip.

STUDENT LEARNING ACTIVITIES/ASSIGNMENT NUMBERS
(Page 2 of 11 pages)

2-C2 ________________ View filmstrip cassette program, "Markings and Signals." While viewing, participate in teacher-led discussion on items from the filmstrip.

2-C3 ________________ View AAA 16mm or tape, "Are You Reading Me." (This should be scheduled following the filmstrips.)

INDEPENDENT STUDY ACTIVITIES

2-1 ________________ Read Drive Right, A Responsible Approach, pp. 35-50.

2-2 ________________ Read Driver's Guide of the state of Washington, 6-85, pp. 27-33.

2-3 ________________ Read the AAA pamphlet, "Road Symbol Signs."

2-4 ________________ Complete Worksheet W2a.

2-5 ________________ Complete Worksheet W2b.

2-6 ________________ Complete Worksheet W2c.

E2 ________________ Pass Module 2 test.

* * *

CLASSROOM GROUP ACTIVITIES Module 3

3-C1 ________________ View filmstrip cassette program, "Identification, a Human Function." While viewing, answer the questions posed on the filmstrip as a group.

3-C2 ________________ View Smith System VCR program, "Your Cushion for Safety" After viewing the program, complete W3d during a teacher-led discussion on the five Smith System keys/rules for space cushion driving.

3-C3 ________________ View filmstrip cassette program, "Prediction, a Human Function." While viewing, answer the questions posed on the filmstrip as a group.

3-C4 ________________ View filmstrip cassette program, "Decision--Execution." While viewing, answer the questions posed on the filmstrip as a group.

3-C5 ________________ View Aetna filmstrip cassette program, "Compromise and Separate." While viewing, answer the questions posed on the filmstrip as a group,

3-C6 ________________ Participate in a teacher-led discussion using overhead Transparency Set T3a.

3-C7 ________________ Participate in a teacher-led discussion using Worksheet W3a.

INDEPENDENT STUDY ACTIVITIES

3-1 ________________ Read Drive Right, A Responsible Approach, pp. 55-70.

3-2 ________________ Read Study Sheet SS3a.

3-3 ________________ Complete Worksheet W3a.

3-4 ________________ Complete Worksheet W3b.

3-5 ________________ Complete Worksheet W3c.

3-6 ________________ Complete Worksheet W3d.

E3 ________________ Pass Module 3 test.

STUDENT LEARNING ACTIVITIES/ASSIGNMENT NUMBERS

(Page 9 of 11 pages)

Modules 4 - 10

Target Day & Date for Module Completion	Check Space for Completed Activity

* * *

CLASSROOM GROUP ACTIVITIES

Module 4

________________ _____ 4-C1 Participate in a teacher-led discussion using overhead Transparency Set T4a.

INDEPENDENT STUDY ACTIVITIES

_____ 4-1. Read Drive Right, a Responsible Approach, pp, 37, 46, 94-111.

_____ 4-2. Read the Driver's Guide of the state of Washington, 6-85, pp. 21-24, 28.

_____ 4-3. Complete Activity 1, Chapter 6, page 6-3 from Scott, Foresman and Co. Teacher Resource Book.

_____ 4-4. Complete the JAG Software computer program, "Lane Selection".

_____ 4-5. Complete the JAG Software computer program, "Yielding the Right of Way."

_____ 4-6. Read Study Sheet SS4a.

_____ 4-7. Complete Worksheet W4a

_____ 4-8. Complete Worksheet W4b.

_____ 4-9. Complete Worksheet W4c.

_____ 4-10 Complete Worksheet W4d.

_____ E4 Pass Module 4 test.

_____ 4-12 After successfully completing the Behind-the-Wheel evaluation for this module, practice application of procedures and processes for negotiating intersections with parents or other qualified licensed persons.

* * *

CLASSROOM GROUP ACTIVITIES

Module 5

________________ _____ 5-C1 Participate in a teacher-led discussion using Transparency Set T5a.

_____ 5-C2 Participate in a teacher-led discussion using Transparency Set T5b.

INDEPENDENT STUDY ACTIVITIES

_____ 5-1. Read Drive Right, A Responsible Approach, pp. 152-155.

_____ 5-2. Complete Activity 1 of Chapter 9, page 9-3 from Scott, Foresman and Co. Teacher Resource Book.

_____ 5-3. Complete the JAG Software computer program, "Driving Procedure Quizzes" directly on the computer for "Following Distance."

_____ 5-4. Read Study Sheet SS5a.

_____ 5-5. Read Study Sheet SS5b.

_____ 5-6. Read Study Sheet SS5c.

STUDENT LEARNING ACTIVITIES/ASSIGNMENT NUMBERS
(Page 10 of 11 pages)

_____ 5-7. Complete Worksheet W5a.

_____ 5-8. Complete Worksheet W5b.

_____ 5-9. Complete Worksheet W5c.

_____ E5 Pass Module 5 test.

_____ 5-11 After successfully completing the Behind-the-Wheel evaluation for this module, practice application of procedures and processes for maintaining an adequate space cushion with parents or other qualified licensed persons.

* * *

CLASSROOM GROUP ACTIVITIES Module 6

______________ _____ 6-C1 Participate in a teacher-led discussion using Study Sheet SS6a and overhead Transparency Set T6a.

INDEPENDENT STUDY ACTIVITIES

_____ 6-1. Read Drive Right, a Responsible Approach, 59, 80, 160-161, 209-210.

_____ 6-2. Complete the JAG Software computer program, "Driving Procedure Quizzes," directly on the computer for "Lane Changing.

_____ 6-3. Complete the JAG Software computer program, "Lane Changing."

_____ 6-4. Read Study Sheet SS6a.

_____ 6-5. Read Study Sheet SS6b.

_____ 6-6. Complete Worksheet W6a.

_____ 6-7. Complete Worksheet W6b.

_____ E6 Pass Module 6 test.

_____ 6-9. After successfully passing the Behind-the-Wheel lesson including lane changes, practice application of procedures and processes for lane changes with parents or other qualified licensed persons.

* * *

CLASSROOM GROUP ACTIVITIES Module 7

______________ _____ 7-C1 Participate in a teacher-led discussion using overhead Transparency Set T7a.

_____ 7-C2 View Aetna filmstrip cassette program, "Principles of Passing." While viewing, answer and discuss the questions posed on the filmstrip.

INDEPENDENT STUDY ACTIVITIES

_____ 7-1. Read Drive Right, A Responsible Approach, pp. 184-187.

_____ 7-2. Read Drivers Guide for the state of Washington, pp. 16-18.

_____ 7-3. Complete the JAG Software computer program, "Driving Procedure Quizzes," directly on the computer for "Passing."

CONTENTS / MODULE TITLES

MODULE NUMBER — TITLE OF MODULE

1. INTRODUCTION TO THE HIGHWAY TRANSPORTATION SYSTEM, PREPARING AND CONTROLLING, MANEUVERING IN LIMITED SPACE
2. SIGNS, SIGNALS, AND PAVEMENT MARKINGS
3. HUMAN FUNCTIONS
4. INTERSECTIONS
5. TRAFFIC FLOW
6. LANE CHANGES
7. PASSING ON A TWO LANE ROADWAY
8. FREEWAY DRIVING
9. COMPLEX DRIVING
10. OBTAINING YOUR DRIVER'S LICENSE
11. AVOIDING AND MINIMIZING IMPACT, VEHICLE MALFUNCTIONING
12. VEHICLE CHARACTERISTICS, MOTORCYCLE AWARENESS, NON-MOTORIZED TRAFFIC
13. ROADWAY VARIATIONS
14. LIMITED VISIBILITY, LESSENED TRACTION, SPECIAL DRIVING CONDITIONS
15. LEGAL RESPONSIBILITIES, POST-CRASH RESPONSIBILITIES
16. PLANNING FOR TRAVEL
17. INTERNAL FACTORS, PHYSICAL FACTORS, ALCOHOL AND OTHER DRUGS
18. VEHICLE MAINTENANCE
19. SYSTEM IMPROVEMENT, FUEL CONSERVATION

Module 1: INTRODUCTION TO HIGHWAY TRANSPORTATION SYSTEM PREPARING and CONTROLLING MANEUVERING in LIMITED SPACE

OBJECTIVES

THE STUDENT WILL PARTICIPATE IN ACTIVITIES RELATED TO AN OVERVIEW OF THE COURSE COVERING THE FOLLOWING CONCEPTS: Nature of the driving task, Role of human functions, Individual responsibilities and opportunities.

THE STUDENT WILL RESPOND WITH AT LEAST 75% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS: Highway transportation system - components, purpose, management; Identification, use, purpose, and/or meaning of - control instruments, gauges, communication instruments, visibility devices, safety devices.

IN THE TSE CAR THE STUDENT WILL DEMONSTRATE CORRECT PROCEDURES AS OUTLINED IN "Xxxxxxx SCHOOL DISTRICT DRIVING TASK PROCEDURES AND CRITERIA" AT LEAST ONCE FOR EACH OF THE FOLLOWING CONCEPTS: Pre-start, Starting the engine, Preparing to move the car, Entering the roadway from a parking space, Stopping the car, Leaving the roadway to a parking space, Securing the car, Backing in a straight line, Using a quick brake to stop the car, Angle parking, Parking uphill with a curb, Parking uphill without a curb, Parking on a downhill, Parallel parking; AT LEAST TWICE FOR EACH OF THE FOLLOWING CONCEPTS: Right turn, Left turn, Backing around a corner, Driveway turnabout same side of the street, Driveway turnabout opposite side of the street; AND WHILE DRIVING FOR A SPECIFIED TIME OF FIVE MINUTES, MAKE NO MORE THAN THREE ERRORS FOR EACH OF THE FOLLOWING CONCEPTS: Speed control, Lane control.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. Participate in a teacher-led exercise on Study Sheet SS1a. (July, 1986) (30 mins.)
2. Complete the course enrollment form as directed by the teacher. (July, 1986) (10 mins.)
3. Participate in a teacher-led discussion using overhead Transparency Set T1a (July, 1986) on the Highway Transportation System. Complete Worksheet W1a during the discussion. (15 mins.)
4. Participate in a teacher-led discussion on the purpose, and/or meaning of warning lights in the dash using Study Sheet SS1b (July, 1986) and the location of these warning lights and other instruments and guages using a transparency made from Overhead Visual 1, Chapter 2, page 2-5, from Scott, Foresman and Co. Teacher Resource Book. (15 mins.) (W1c should be assigned after this discussion.)
5. Participate in teacher-led discussion on the human functions using overhead Transparency Set T1b. (July, 1986) (10 mins.) (W1d should be assigned after this discussion.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 2-12, 35-46, 50, 90-102; Drive Right for Safety and Savings, pp.2-11, 14-27, 31, 52-65; Drive Right, a Responsible Approach, pp. 1-11, 14-31, 76-79, 81-91; Tomorrow's Drivers, Eighth Edition, pp. 1-14, 37-55; or Sportsmanlike Driving, Eighth Edition, pp. 1-43, 56-57, 61-64, 66-79.
2. Complete the JAG Software computer program "Driving Procedure Quizzes" either directly on the computer or on the quiz sheets provided by the teacher for: Pre-start, Starting Engine, Putting vehicle in motion, Stopping, Securing and leaving vehicle, Lane control, Speed control, Backing straight, Backing around a corner, Left turns, Right turns, Lateral maneuver - move to curb, Lateral maneuver - move into traffic, Quick brake, Cover brake, Alley turnabout - right side, Alley turnabout - left side, Parking uphill, Parking downhill, Y - turnabout, Angle parking - entering, Angle parking - leaving, Perpendicular parking - entering, Perpendicular parking - leaving, Parallel parking - entering, Parallel parking - leaving.

Module 1: INTRODUCTION TO HIGHWAY TRANSPORTATION SYSTEM
PREPARING AND CONTROLLING
MANEUVERING IN LIMITED SPACE

3. Complete Worksheet W1a (July, 1986) (During teacher-led discussion in class).
4. Complete Worksheet W1b. (July, 1986)
5. Complete Worksheet W1c. (July, 1986) (To be assigned after teacher-led discussion on SS1b.)
6. Complete Worksheet W1d. (July, 1986) (To be assigned after teacher-led discussion using T1b)
7. During Behind-the-Wheel lessons in the TSE car, practice application of procedures for preparing and controlling, and maneuvering in limited space as directed by the teacher.
8. Practice application of procedures for preparing and controlling, and maneuvering in limited space with parents or other qualified licensed persons.

EVALUATION

To pass Module 1 requires:

1. Successful completion of Evaluation E1 using Xxxxxxx School District computer generated tests.
2. Successful completion of the Behind-the-Wheel evaluation on each of the concepts listed.

TEACHER-LED DISCUSSIONS (Module 1)

(One page only)

TRANSPARENCY SET T1a - HTS

The following are the points to make with each of the transparencies:

Transparency 1:
Driving takes place in the Highway Transportation System (HTS). The following transparencies will help clarify what that means by defining system and HTS, and by showing what the objectives and components of the HTS are.

Transparency 2:
This is basically what the course you are taking is for, to help you learn how to make good driving decisions, and what you need to make those decisions.

Transparency 3:
Briefly describe for comparison the parts of one of the systems pictured (e.g. railroad: track, terminals, the train itself, dispatchers, engineers).

Transparency 4:
Basically the HTS is people moving vehicles over roadways. Note points made on the transparency itself.

Transparency 5:
Self explanatory.

Transparency 6:
Self explanatory.

Transparency 7:
This is why a good deal of effort is made and a large amount of money is spent - to try to overcome the problems that are making our roadways not entirely safe.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T1b

The discussion items are included on the transparencies and should all be self explanatory.

THE HIGHWAY TRANSPORTATION SYSTEM

Driving takes place in the

Highway Transportation System

---

define - - - **SYSTEM**

define - - - **HTS**

state - - - **SYSTEM OBJECTIVES**

classify - - - **SYSTEM COMPONENT**

DEFINITION OF DRIVING

Driving an automobile consists of taking skilled and properly timed actions under varying road & traffic conditions

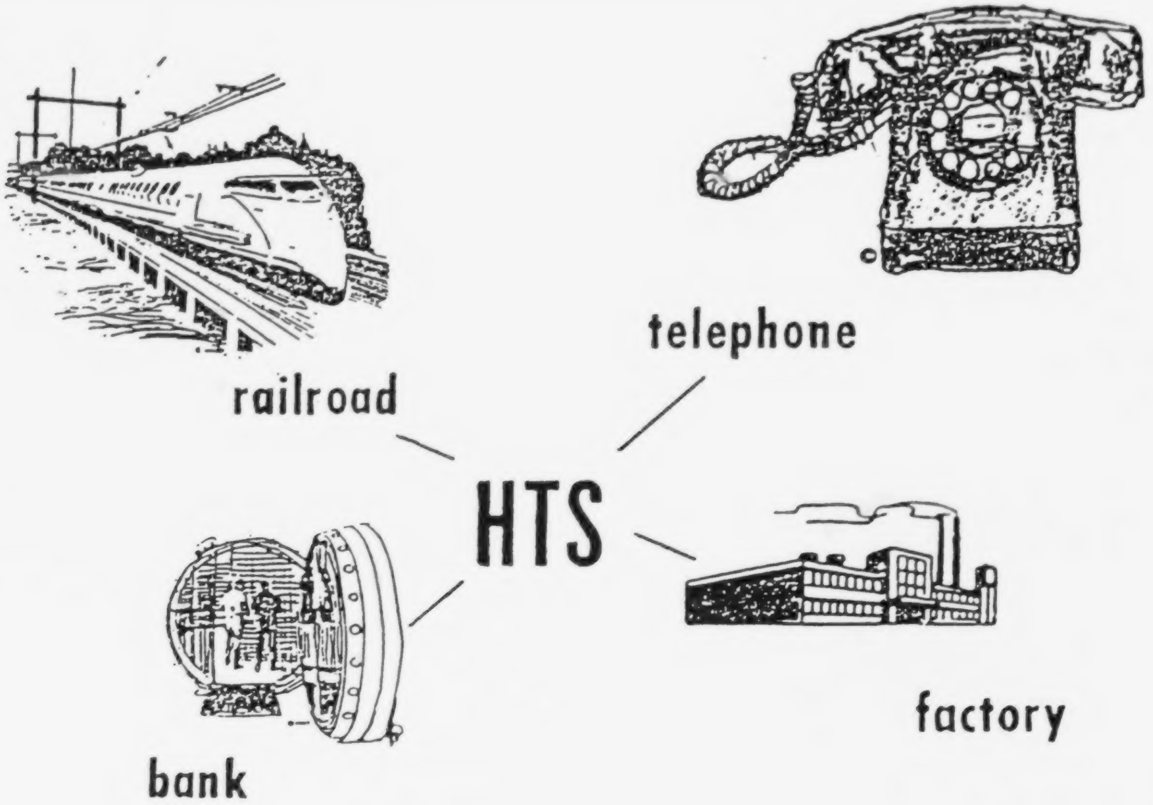
Based on Decisions

which are dependent upon . . .

- **SOUND JUDGMENT**
- **REALISTIC PERCEPTION**
- **LEARNED INFORMATION**

TRANSPARENCY SET T1a
Transparency #3 of 7

SYSTEM



railroad

telephone

HTS

bank

factory

A SYSTEM IS AN ORDERLY ARRANGEMENT OF INTERACTING ELEMENTS DESIGNED TO ACHIEVE A SPECIFIC SET OF OBJECTIVES

HTS HTS

A Man-machine System

A subsystem of the National Transportation System-composed of numerous man- machine combinations

has -

- a somewhat uniform network of communications
- a variety of regulated environment

- is extremely important to our

Way of Life

TRANSPARENCY SET T1a
Transparency #5 of 7

HTS HTS HTS

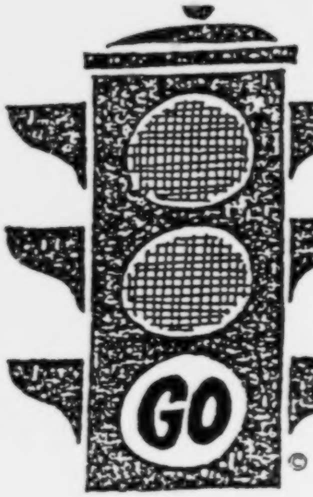
SYSTEM OBJECTIVES

●

The safe, efficient and convenient movement

of people and goods from place to place

●



Xxxxxx School District
July, 1986

MAJOR COMPONENTS of HTS

- **MAN**

  People who use the system

- **MACHINE**

  Vehicles designed to be operated in the system

- **HIGHWAY**

  Environment in which vehicles can be operated by man

HIGHWAY TRAFFIC SAFETY

A Serious Social & Economic problem.

Component Malfunctions

man • vehicle • highway

Consequences of HTS Failures

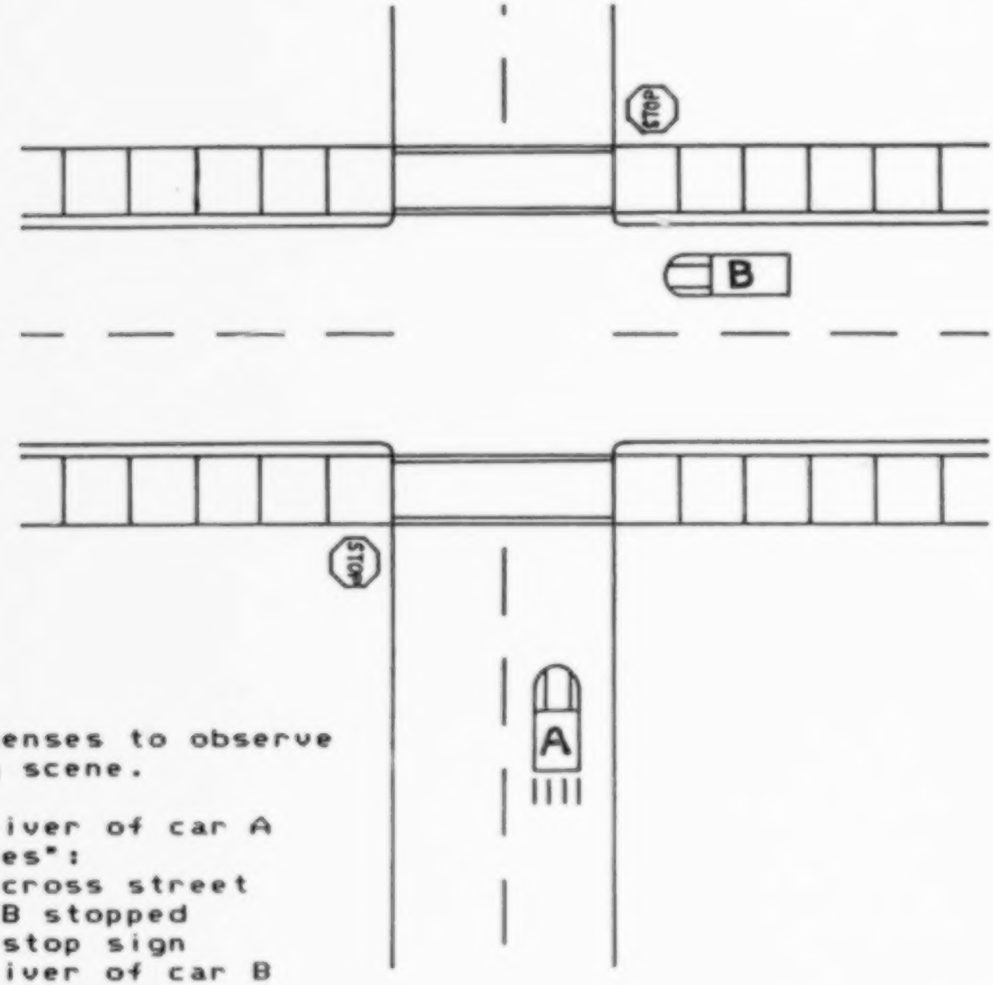
congestion • traffic accidents • economic costs

GOAL OF DRIVER EDUCATION

The development of traffic citizens who will be competent and responsible users of the Highway Transportation System

TRANSPARENCY SET T1b
Transparency #1 of 4

HUMAN FUNCTIONS - IDENTIFY

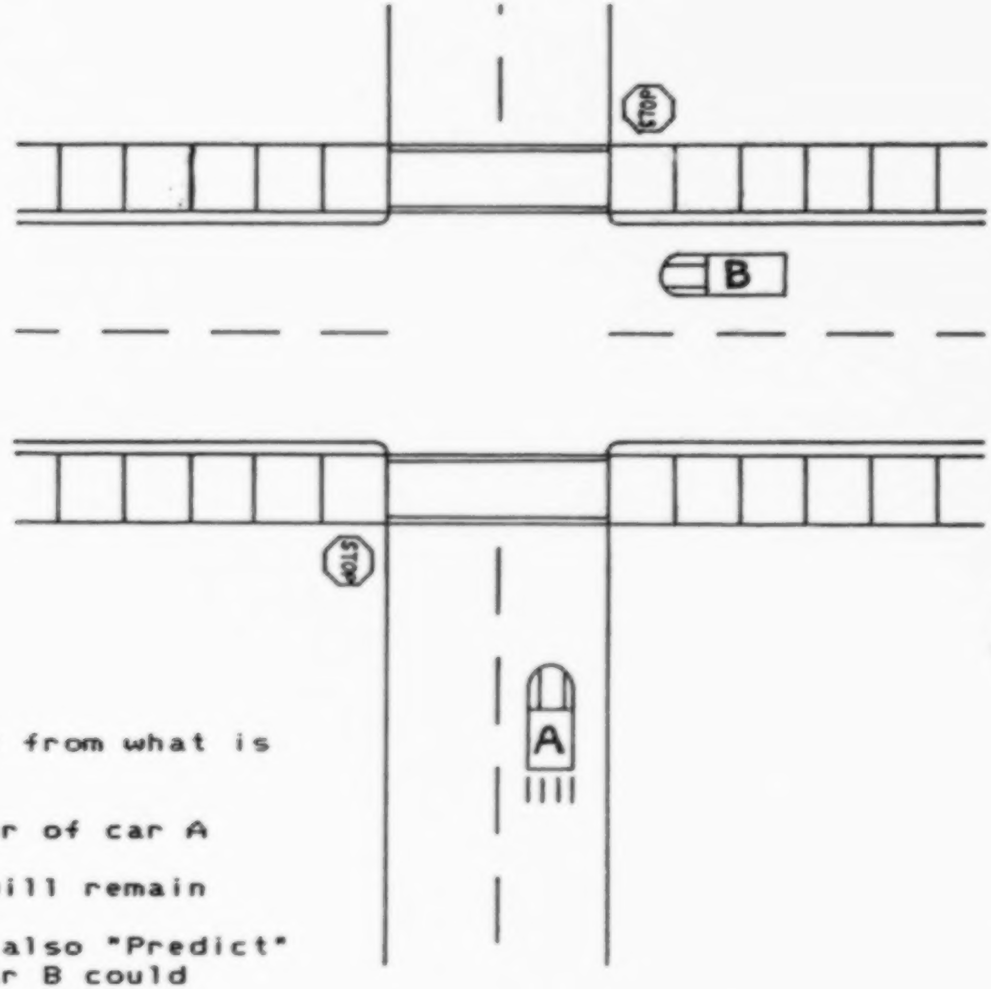


IDENTIFY:
Using the senses to observe the driving scene.

- A. The driver of car A "Identifies":
  - 1. The cross street
  - 2. Car B stopped
  - 3. The stop sign
- B. The driver of car B "Identifies":
  - 1. Car A approaching

TRANSPARENCY SET T1b
Transparency #2 of 4

HUMAN FUNCTIONS – PREDICT



PREDICT:
What to expect from what is identified.

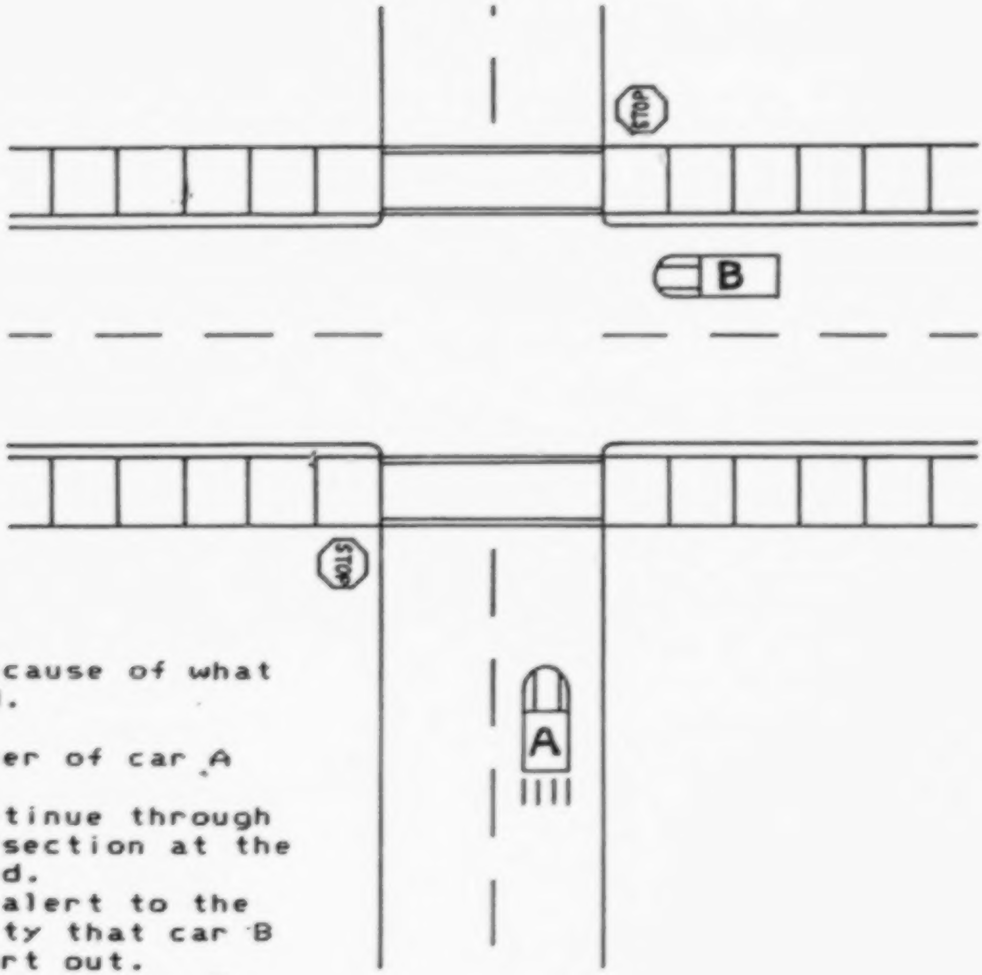
A. The driver of car A "Predicts":
  1. Car B will remain stopped.
 But should also "Predict"
  2. That car B could start out.

B. The driver of car B "Predicts":
  1. Car A will continue through the intersection.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T1b
Transparency #3 of 4

HUMAN FUNCTIONS – DECIDE



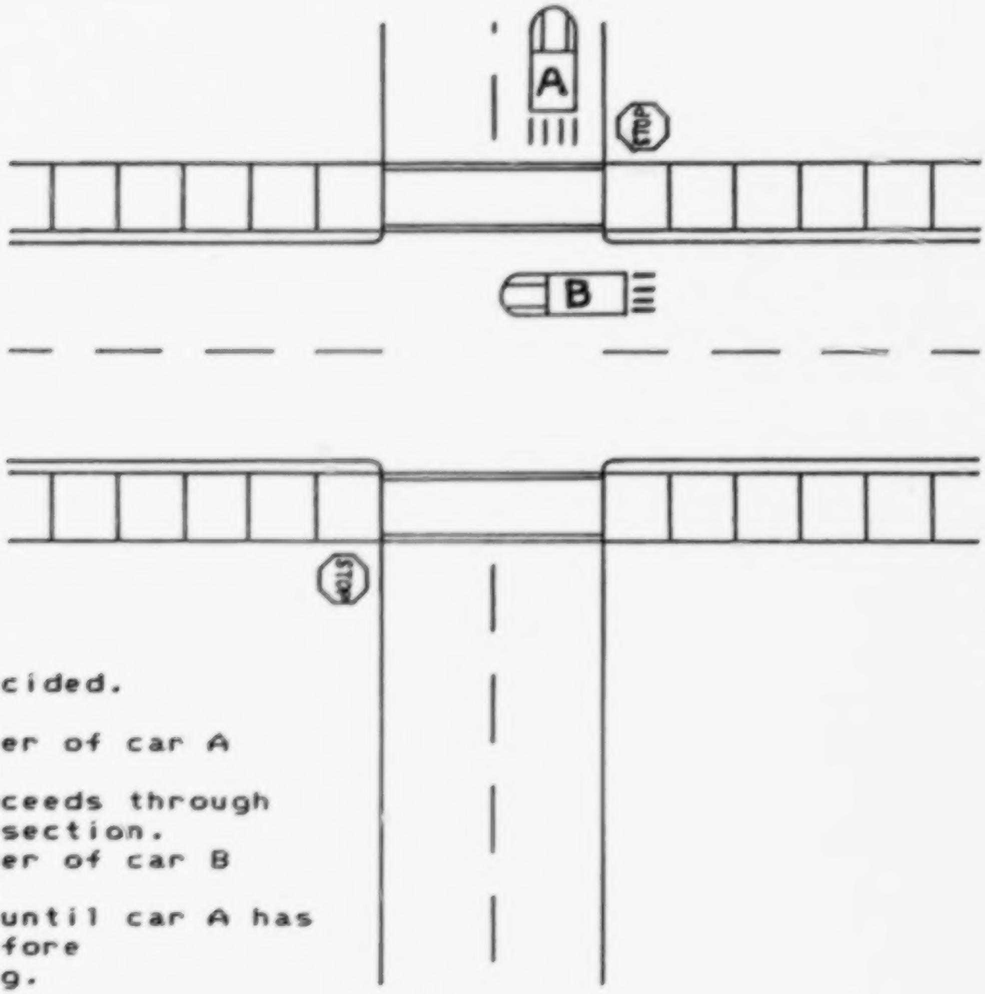
DECIDE:
What to do because of what was predicted.

A. The driver of car A "Decides":
  1. To continue through the intersection at the same speed.
  2. To be alert to the possibility that car B could start out.

B. The driver of car B "Decides":
  1. To wait for car A to pass before proceeding.

TRANSPARENCY SET T1b
Transparency #4 of 4

HUMAN FUNCTIONS - EXECUTE



EXECUTE:
Do what is decided.

A. The driver of car A "Executes":
  1. 1. Proceeds through the intersection.

B. The driver of car B "Executes":
  1. Waits until car A has passed before proceeding.

HUMAN FUNCTIONS :
Identify Predict Decide Execute

- Should be a constant part of all of a person's driving.
- The scene can be simple (like this one)
- Or complex with many more cars, signs, buildings, etc.

STUDY SHEET (SS1a)

(Page ______)

POLICIES, PROCEDURES, RESPONSIBILITIES, OPPORTUNITIES

Directions: This "blank" form is provided as a reminder for you to fill in policies for at least each area below. For your information a completed sample SS1a follows this blank form. It is one used in a cooperative of several schools.

Attendance Policy

Course Structure

Preparing for a Test

Worksheet Procedures

Procedures Upon Failing Tests

Cheating

Student Working Procedures

Expected Behavior

Scheduling Behind-the-Wheel (BTW) Instruction

Student Responsibilities

Student Opportunities

Classroom Schedule

SAMPLE
STUDY SHEET (SS1a)
(Page 1 of 3 pages)

POLICIES, PROCEDURES, RESPONSIBILITIES, OPPORTUNITIES

Attendance Policy

1. Classroom absence:
   a. Third or fourth hour missed - subject to phone conference with parent before continuing class.
   b. After fourth hour missed - subject to a parent-student-teacher conference; subject to removal from class.
2. Classroom tardy:
   a. Second tardy - subject to phone conference with parent before continuing class.
   b. Third tardy - subject to parent-student-teacher conference before continuing class.
   c. Fourth tardy - subject to removal from class.
3. Driving lesson absence and tardy:
   a. On the first offense - subject to phone conference with parent before continuing class.
   b. On the second offense - subject to parent-student-teacher conference; subject to removal from class.

Course Structure

1. To complete the course, you must meet all the objectives as stated in each section or part of the course, which are called modules. There are nineteen modules in the course.
2. Modules 4 through 10 will be completed independently by each student, including taking the tests. Modules 4 through 10 are related directly to each driving lesson. For example, (use the Behind-the-Wheel Driving Lesson) Module 4 must be completed before you will be scheduled for your BTW-X. This will be explained in more detail later.
3. Modules 1 through 3 and 11 through 19 will be completed together as a group. These modules will have class activities and also independent activities. The tests for these modules will be taken as a class on the same day.

Preparing for a Test

1. All of the learning activities you will have as a class group are listed at the beginning of your study guide under the title, "Student Learning Activities/Assignment Numbers."
2. Assignment due dates will be posted each class day. Write them in the space provided behind the respective assignment number. (If you are absent, be sure to get the assignment due dates for the day you missed.)
3. Take notes on films and class discussions.
4. When a test is announced, study the textbook reading, the worksheets, the pamphlets, and notes from films and class discussions for that module.
5. Worksheets and pamphlets will be collected on the day of the test for each of the modules.
6. Make-up tests for absences or retest for failing a test will usually be allowed only on make up/optional days for class or when there is sufficient time after the instructional period of the classroom.

Worksheet Procedures

1. Module worksheets must be completed before you can take each module evaluation.
2. Worksheets will be monitored and checked off in grade book. Worksheets are made for your benefit. If you work hard on the worksheets and learn the material as you complete them, for the most part you will have little difficulty completing the evaluations.

SAMPLE
STUDY SHEET SS1a
(Page 2 of 3 pages)

Procedures Upon Failing Tests

1. If you fail an evaluation on the first attempt, you must complete retest assignment 1 for that module before retaking the evaluation.
2. If you fail an evaluation on the second attempt, you must complete retest assignment 2 for that module before retaking the evaluation.
3. If you fail an evaluation on the third attempt, you must arrange for special help in order to complete the evaluation.

Cheating

1. First offense:
   a. Work must be resubmitted.
   b. Phone conference with parents.
2. Second offense:
   a. Work must be resubmitted.
   b. Parent-student-teacher conference.
3. Third offense:
   a. Permanent removal from class with a failing grade.

Student Working Procedures

1. On independent assignments, you may work together in groups of 2-4 with teacher approval.
2. You are expected to work in a mature manner.
3. Failure to use working time will result in forfeit of future student working time which could result in more homework.

Expected Behavior

1. You are expected to portray a mature attitude -- in regard to the class and driving itself:
   a. Willing to make adjustments for others, tolerant and courteous to others.
   b. Accept relevant criticism.
   c. Respect purposes and procedures to traffic laws and enforcement.
   d. Develop realistic self-image, know strengths and limitations, and act accordingly.
2. Disrespectful behavior towards teachers or students will result in the following actions:
   a. First offense -- warning.
   b. Second offense -- removal from class; student-teacher conference.
   c. Third offense -- phone conference with parent.
   d. Fourth offense - parent-teacher-student conference.
   e. Fifth offense -- permanent removal from class with a failing grade.

Scheduling Behind-the-Wheel (BTW) Instruction

1. Schedules will be posted in advance.
2. You must notify your TSE teacher at least one class session in advance if a change must be made.
3. When you are scheduled to drive, report directly to the TSE car.

Student Responsibilities

1. You must have an Instruction Permit before you can drive. You must get a permission slip from the TSE teacher before the Department of Licensing (DOL) will issue you an instruction permit. Permits must be obtained within 5 days of the start of class.

2. Keep moving on work; if you wait too long to get started, it will be very difficult to finish. You are expected to pace yourself on work you are to do independently.
3. "Study time" will be provided near the end of class on most days. It is your responsibility to use this time well. Failure to do so will result in cancellation of the study time and additional assignments.

Student Opportunities

1. You will be able to work much at your own pace. You are not expected to compete with others in this class.
2. Your progress will be charted for you.
3. Scheduling in the car will be done according to your completed classroom and independent work.
4. You will be helped to prepare for your license test at the Department of Licensing.
5. The door is always open to you to ask for help from the teacher.

Classroom Schedule

1. Class is scheduled for 60 dates as shown on the schedule attached to your assignment sheets.
2. The classes that are marked "Make-up Optional" are required for any student who has not passed all the tests required up to that date. It is optional for the remaining students to attend.

STUDY SHEET (SS1b)

(One page only)

WARNING LIGHTS IN THE DASH

1. Temperature Light - This light is tested when the vehicle is being started when the key is in the "start" position.

If the light comes on while driving it is an indication that the engine is too hot. This may be due to a broken fan belt. The fan ceases to rotate and, consequently, coolant is not continuously cooled. This can only be corrected by replacing the fan belt.

The coolant level may be low in the radiator. In this case, not enough coolant is circulating in the system. This can be corrected by adding coolant to the radiator. Coolant should be added to a hot engine only when the engine is running.

The coolant may be frozen in the system. If coolant is frozen, it is unable to circulate and will not cool the engine. The vehicle must be put into a warm place so that the coolant will thaw. Once thawed, the coolant level should be checked.

A hose may be broken and, therefore, the coolant level will have dropped within the system and the engine overheats. The broken hose must be replaced and coolant added to correct the problem.

Major damage will occur if the vehicle is driven in an overheated condition, so you should pull over and stop immediately when this light comes on.

2. Alternator Light - This light is tested when the key is in the "on" position and the engine is not running.

If this light comes on while driving, it means that not enough electricity is being generated to run the vehicle. The stored electricity in the battery will then be used, and the battery will eventually be drained.

The light may indicate the condition of a faulty alternator. The alternator must then be repaired or replaced.

The fan belt may be broken and the power is cut off from the alternator. The fan belt must be replaced and adjusted to correct the problem.

There could also be a problem in the electrical system. This normally needs to be checked out by a mechanic.

The correct procedure to use when your alternator light comes on would be to shut down as many electrical controls as possible (radio, heater fan, cruise control, etc.) and drive to a close place where the problem can be checked out.

3. Oil Pressure Light - This light is tested with the key in the "on" position and the engine is not running.

This light comes on when the oil is not circulating properly in the engine. This most commonly occurs when the oil level is low. It may come on because of a defective oil pressure sending switch. Check oil level with the dip stick and check for oil leaks. Add oil if it is low.

Pull over and stop immediately when this light comes on. Driving without proper oil pressure can cause major engine damage very quickly.

4. Brake Light - This light comes on when the parking brake is on.

Release the parking brake before driving the vehicle.

This light may come on when braking with the foot brake. This could indicate low brake fluid or a leak. The brake system should be checked immediately if this occurs.

Do not drive a vehicle without brakes.

Xxxxxxx SCHOOL DISTRICT TSE ENROLLMENT FORM

(One page only)

High School______________________________ Date______________________

Last Name____
(As Used in School)

Last Name____
(If Different from Above - Legal Name as Found on Permit)

First Name____ Middle Name________
(Full Given Name as Found on Permit)

Birth Date___________________________ Sex: Male______ Female______

Permit____ ____ - ____ ____ - ____ ____ - ____ ____ ____ ____ ____ ____

Restrictions (If Any)____

Current Mailing Address____

City_________________________________

County_______________________________

State________ Zip Code________________

Parents or Guardians Names____

Phone Number____

Persons' Names you are living with if different from parents:

____ Phone #_____________

Will you be practicing on a car with an automatic transmission? Yes___ No___

Year in School__________ Name you want the teacher to use____________________

Have you taken all or part of a driver ed course before? Yes____ No____

If yes, where? High School____________ City____________ Teacher____________

Textbook Number__________ Study Guide Number__________

Completion Date__________________ Certificate No.________________________

Xxxxxxx School District
July, 1986

WORKSHEET W1a

(One page only)

Name______________________________ Date________________

THE HIGHWAY TRANSPORTATION SYSTEM (HTS)

1. A system is an orderly arrangement of interacting elements designed to achieve a specific set of objectives.

   True or False? ______________

2. List the three major components of the HTS.

   A. ___________________________

   B. ___________________________

   C. ___________________________

3. What is the goal of the HTS?

   ____

   ____

   ____

   ____

4. Serious social and economic problems result from HTS failures.

   True or False? ______________

5. What causes a breakdown in the HTS?

   ____

   ____

   ____

   ____

6. The goal of driver education is the development of traffic citizens who will be

   ______________________ and ______________________ users of the highway

   transportation system.

WORKSHEET W1b

(One page only)

Name____________________________ Date_______________

INSTRUMENTS, GAUGES, SWITCHES

Directions: Match each of the items in the left column with the description of its function in the right column. Place the correct letter in the space provided.

____ 1. parking brake
____ 2. speedometer
____ 3. foot brake
____ 4. odometer
____ 5. accelerator
____ 6. alternator light or gauge
____ 7. selector lever
____ 8. oil pressure light-gauge
____ 9. temperature light-gauge
____ 10. steering wheel
____ 11. fuel gauge
____ 12. horn button or ring
____ 13. headlight beam indicator light
____ 14. windshield wiper switch
____ 15. ignition switch
____ 16. light switch
____ 17. turn signal
____ 18. dimmer switch
____ 19. emergency flasher
____ 20. brake system warning light

A. causes electric motor to engage and start engine
B. shows when headlights are on high beam
C. shows level of fuel tank
D. shows temperature of water in cooling system
E. used to turn headlights from low beam to high beam and back
F. shows pressure at which oil is pumped through engine
G. shows current being withdrawn from battery
H. shows total distance vehicle has traveled
I. shows how fast vehicle is travelling
J. informs other people in advance of direction of intended turn
K. front and back turn signals on both sides flash at the same time
L. to keep car from rolling when it is parked
M. to stop or slow down car
N. gas pedal for speed control
O. used to change gears
P. used to guide vehicle
Q. when on, indicates brake system is not working properly or that the parking brake is on
R. located on hub of steering wheel or turn signal and sounds horn
S. turns on wipers
T. turns on instrument panel, dome lights, headlights, tail lights, and parking lights

Xxxxxxx School District
July, 1986

WORKSHEET W1c
(One page only)

Name______________________________ Date________________

VEHICLE FAMILIARIZATION, PARENTAL INVOLVEMENT

Directions: With a parent, guardian, an older brother or sister, or another adult, locate the items listed below in the vehicle you will be driving at home. Operate the functional controls of the car at least once (e.g., parking brake, defroster, and heater). Return this worksheet to the teacher by the date assigned.

1. Parking brake
2. Speedometer
3. Foot brake
4. Odometer
5. Gas pedal
6. Alternator light or gauge
7. Gear selector lever
8. Oil pressure light or gauge
9. Temperature light or gauge
10. Fuel gauge
11. Horn
12. Dimmer switch and indicator light
13. Ignition switch
14. Turn signal
15. Emergency flasher
16. Light switch
17. Heater and defroster controls
18. Windshield wiper switch
19. Safety belts
20. Head restraint (head rest)

I certify that ____ ___ completed the vehicle familiarization as directed above.

Date__________________________

Signed____

Relationship to student________________________

(Return this signed worksheet to the teacher by the date assigned.)

Xxxxxxx School District
July, 1986

WORKSHEET W1d
(One page only)

Name_______________________________ Date_________________

HUMAN FUNCTIONS

List the four Human Functions in order and write a brief definition/description of each.

1. ______________________________________

2. ______________________________________

3. ______________________________________

4. ______________________________________

Xxxxxxx School District
July, 1986

(One page only)

Module 2: SIGNS, SIGNALS, AND PAVEMENT MARKINGS

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 80% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS: TRAFFIC SIGNS - shapes, colors, symbols; TRAFFIC SIGNALS - colors, flashing, arrows, pedestrian; PAVEMENT MARKINGS - kinds, colors.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. View filmstrip cassette program, "Signs and Symbols." While viewing, participate in teacher-led discussion on items from the filmstrip. (30 mins.)
2. View filmstrip cassette program, "Markings and Signals." While viewing, participate in teacher-led discussion on items from the filmstrip. (30 mins.)
3. View AAA 16mm or tape, "Are You Reading Me." (This should be scheduled following the filmstrips.) (15 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read *Drive Right*, pp. 16-30; *Drive Right for Safety and Savings*, pp. 34-49; *Drive Right, A Responsible Approach*, pp. 35-50; *Tomorrow's Drivers*, Eighth Edition, pp. 67-76; or *Sportsmanlike Driving*, Eighth Edition, pp. 137-148.
2. Read *Driver's Guide* of the state of Washington, 6-85, pp. 27-33.
3. Read the AAA pamphlet, "Road Symbol Signs."
4. Complete Worksheet W2a. (July, 1986)
5. Complete Worksheet W2b. (July, 1986)
6. Complete Worksheet W2c. (July, 1986)

EVALUATION

To pass Module 2 requires:

1. Successful completion of Evaluation E2 using Xxxxxxx School District computer generated tests.

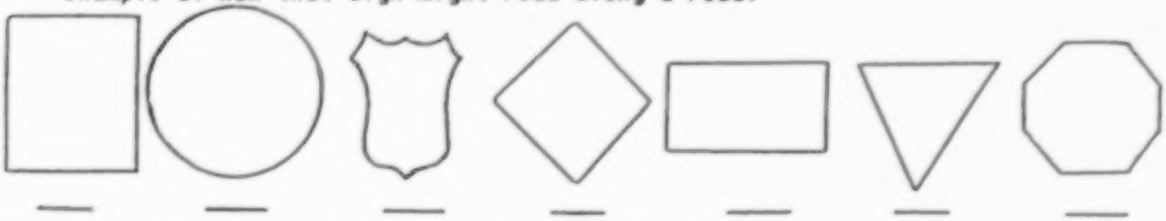
WORKSHEET W2a

(Page 1 of 2 pages)

Name____ Date______________________

SIGNS, SYMBOLS, & PAVEMENT MARKINGS

1. To the right, draw or describe the symbol which prohibits some type of action. For example, "No U turn."
2. a) On the lines below each of the diagrams below, put a (1) if it is a regulatory sign, a (2) if it is a warning sign, and a (3) if it is a guide or informational sign.
   b) Complete each diagram with color and a message into an example of how that sign might read along a road.



3. Match each color below with its major classification (Warning, Regulatory/Prohibiting, Guide) and give an example of each.

Classification/Example Classification/Example

White______________|______________ Red______________|______________

Yellow______________|______________ Orange______________|______________

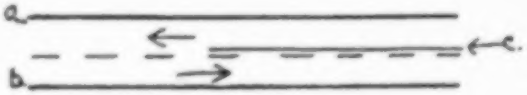
Green______________|______________ Blue______________|______________

Brown______________|______________

4. What color are stop lines?____

5. What color are crosswalk lines?____

6. From the diagrams on the right, give the color and purpose of each line marked with a letter.



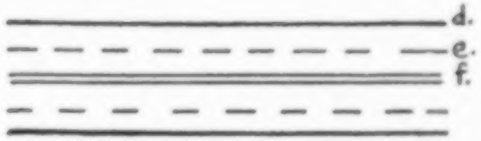
a. color________________

purpose____

b. color________________

purpose____

c. color________________



purpose____

d. color________________

purpose____

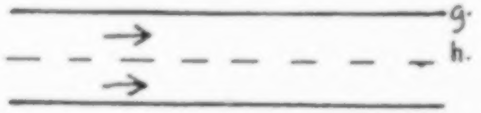
e. color________________

purpose____

f. color________________

purpose____

g. color________________



purpose____

h. color________________

purpose____

WORKSHEET W2a
(Page 2 of 2 pages)

7. Match each of the following traffic signs with its meaning.

_____1. Bike Xing.

_____2. No Left Turn.

_____3. Slippery When Wet

_____4. Divided Highway

_____5. Merge

_____6. Parking

_____7. No Right Turn

_____8. Yield

_____9. No Passing Zone

____10. School Zone

____11. Camping

____12. Low Clearance

____13. No Trucks

____14. Hill

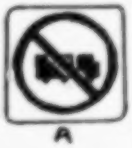
____15. Do Not Enter

____16. Two-Way Traffic

____17. No U-Turn

____18. Hospital

____19. Signal Ahead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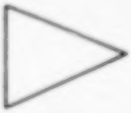
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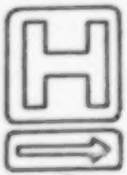
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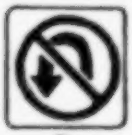
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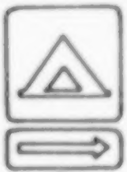
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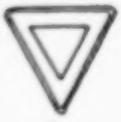
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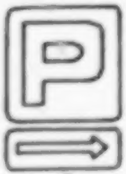
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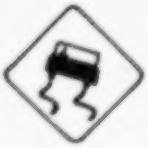
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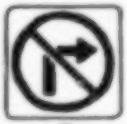
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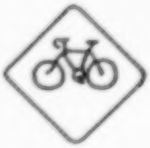
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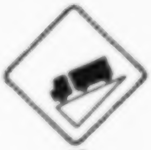
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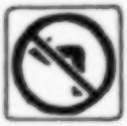
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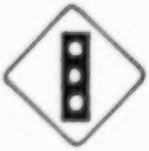
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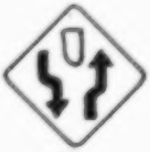
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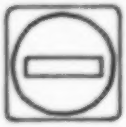
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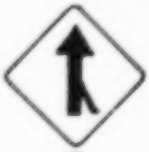
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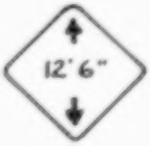

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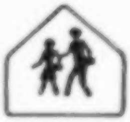
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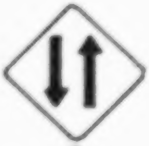

S

Xxxxxxx School District
July, 1986

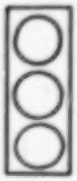
WORKSHEET W2b

(One page only)

Name________________________________ Date____________

TRAFFIC SIGNALS

1. On the lines below write the 3 colors and meanings of lights on a traffic signal.



__________ ____

__________ ____

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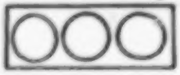
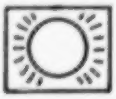
2. What is the arrangement of the lights if the light is placed like this? Write the colors for each light on the lines in the same order as the lights.

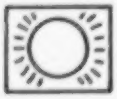


__________ __________ __________

3. What do these traffic lights mean?

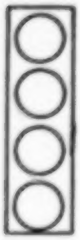


a. flashing yellow: ____

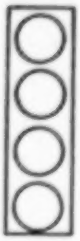


b. flashing red: ____

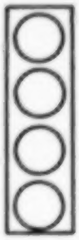
4. For the following signals, mark or color in the information needed to make them correspond to the given statement.



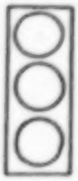
All traffic stop except those turning left



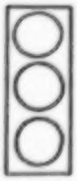
You may go straight or have a protected left turn



All traffic stop except those going right



Clear the inter-section



Proceed straight ahead only

Do not travel in this lane

Travel in this lane permitted

Xxxxxxx School District
July, 1986

WORKSHEET W2c

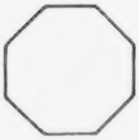
(One page only)

Name ______________________________ Date ____________________

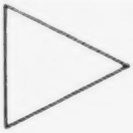
SIGN CROSSWORD PUZZLE

1. Write the name of the signs in the correct spaces below.
2. Write the colors of the sign on the line below each sign.

ACROSS



1. ____________



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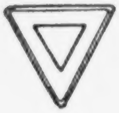

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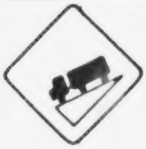

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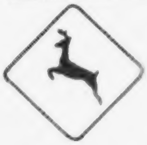

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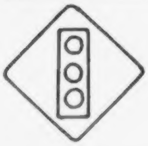
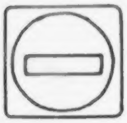


6. ____________

7. ____________



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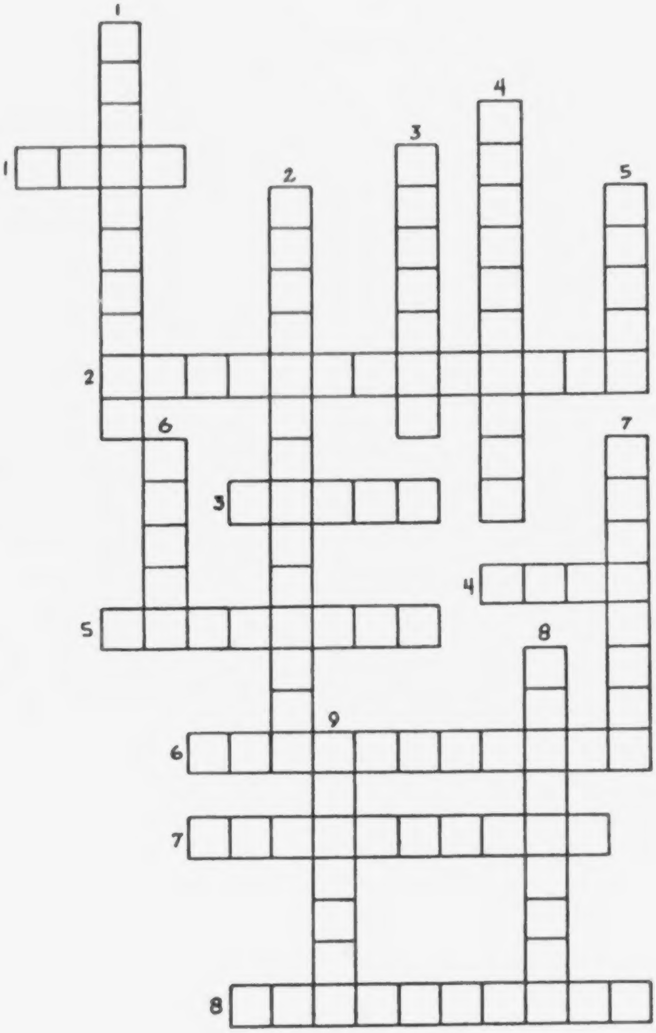
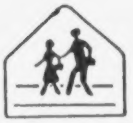


DOWN



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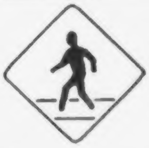

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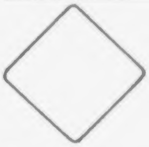

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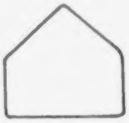

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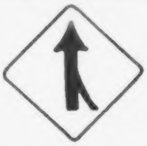

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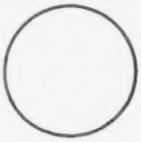

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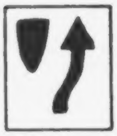

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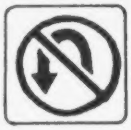

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(One page only)

Module 3: HUMAN FUNCTIONS

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 70% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS: IDENTIFY - sensing, perceiving, search patterns; PREDICT - judging, interpreting, estimating; DECIDE; EXECUTE - act; SEPARATE AND COMPROMISE - speed and position adjustment; BEING VISIBLE TO OTHERS - helping others apply the Human Functions.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. View filmstrip cassette program, "Identification, a Human Function." While viewing, answer the questions posed on the filmstrip as a group. (Alternative to "Identification, A Human Function": view Aetna filmstrip cassette program, "Identify and Predict," frames 1-64. While viewing, answer the questions posed on the filmstrip as a group.) (25 mins.)
2. View Smith System VCR program, "Your Cushion for Safety" After viewing the program, complete W3d during a teacher-led discussion on the five Smith System keys/rules for space cushion driving. (30 mins.) (SS3a should be assigned after viewing this tape.)
3. View filmstrip cassette program, "Prediction, a Human Function." While viewing, answer the questions posed on the filmstrip as a group. (Alternative to "Prediction, A Human Function": view Aetna filmstrip cassette program, "Identify and Predict," frames 77-84. While viewing, answer the questions posed on the filmstrip as a group.) (30 mins.)
4. View filmstrip cassette program, "Decision--Execution." While viewing, answer the questions posed on the filmstrip as a group.) (Alternative to "Decision--Execution": view Aetna filmstrip cassette program "Identify and Predict" from frame 85 to the end of the filmstrip. While viewing, answer the questions posed on the filmstrip as a group.) (W3a and W3b should be assigned after viewing either of these filmstrips.) (25 mins.)
5. View Aetna filmstrip cassette program, "Compromise and Separate." While viewing, answer the questions posed on the filmstrip as a group. (W3c should be assigned after viewing this filmstrip.) (30 mins.)
6. Participate in a teacher-led discussion using overhead Transparency Set T3a (July, 1986). (25 mins.)
7. Participate in a teacher-led discussion using Worksheet W3a. (W3a must be assigned on a previous class day for completion by the beginning of class on the day planned for discussion.) (15 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 8-9, 71-84, 207; Drive Right for Safety and Savings, pp. 9, 84-97; Drive Right, A Responsible Approach, pp. 55-70; Tomorrows Drivers, Eighth Edition, pp. 98-107; or Sportsmanlike Driving, Eighth Edition, pp. 98-104, 106-109, 112-114.
2. Read Study Sheet SS3a.
3. Complete Worksheet W3a (July, 1986). (To be assigned after filmstrip cassette programs, "Identification," "Prediction," and "Decision-Execution." This worksheet is also to be used in classroom group discussion.)
4. Complete Worksheet W3b (July, 1986). (To be assigned after filmstrip cassette programs, "Prediction" and "Decision-Execution.")
5. Complete Worksheet W3c (July, 1986). (To be assigned after filmstrip cassette program, "Compromise and Separate.")
6. Complete Worksheet W3d (July, 1986). (To be completed after viewing the tape "Your Cushion for Safety".)

EVALUATION

To pass Module 3 requires:

1. Successful completion of Evaluation E3 using Xxxxxxx School District computer generated tests.

TEACHER-LED DISCUSSIONS (Module 3)

(Page 1 of 2 pages)

TRANSPARENCY SET T3a
IDENTIFICATION, PREDICTION, DECISION, EXECUTION, SEPARATING, COMPROMISING

Transparency #1 -
Identify: Question. As driver of Car A, what conflict is about to be created by Car B?
Answer. Car B moving simultaneously into right lane with you.

Predict: Question. As the driver of car A what are three actions you could predict about Car B?
Answer. Car B will wait for you to clear the intersection; Car B will turn into your lane without waiting for you to rightfully clear the intersection; Car B will turn into the nearest lane without waiting for you to clear the intersection.

Decide & Execute: Question. What could you as the driver of Car A do to avoid conflict if Car B looks like it will turn into your lane or the nearest lane without waiting?
Answer. Forfeit your right of way to Car B and stop; blow horn to warn Car B you are there; brake and steer right to avoid collision.

Transparency #2 -
Identify: Question. As the driver of Car A, what does the position of Car B tell you Car B might do?
Answer: Car B probably intends to turn left.

Predict: Question. As the driver of Car A, what are actions you could predict about Car B?
Answer. Car B will wait for you to clear the intersection before turning. Car B will turn directly in front of your path--and may even stop directly in your path. Because of position in intersection, Car B could be bumped into your path if hit from behind.

Decide, Execute, Compromise: Question. If you predict that Car B will wait for you to clear the intersection, how should you decide to proceed.
Answer. Cover the brake up to the point of no return if proceeding at sufficient speed to carry you through the intersection, then accelerate normally on past the car and move to the right as you do that.

Question. If you predict Car B will not wait but turn in front of you, what could you have decided that could keep you out of a collision?
Answer. To keep speed and position such to be able to stop before entering the intersection. To plan escape routes--no other cars visible in this situation, so possibly could swerve left.

Transparency 3
Predict: Question. What possible conflict should the driver of Car A predict?
Answer. The trees block Car A's vision, so Car A should predict the possibility of a car partially or fully entering the roadway from the intersection.

Decide & Execute: Question. What should the driver of Car A do to minimize risk at the intersection?
Answer. Car A should move near the center line, but not over it, be prepared to sound horn if Car B (once in sight) appears not to be stopping, and be prepared to move to the right if a car approaches from the opposite direction. If visibility is such that Car A can determine that no car is approaching, Car A may even move further left than the center line while passing the intersection.

TEACHER-LED DISCUSSIONS (MODULE 3)
(Page 2 of 2 pages)

Transparency #4

Decide, Execute, Separate: Question. What action would be best for the driver of Car A?

Answer. Wait for truck to cross bridge. If the truck were further from the bridge, Car A could accelerate enough to cross the bridge before the truck starts to adjust position for crossing the bridge.

Transparency #5

Identify: Question. What conflicts should the driver of Car A be identifying?

Answer. That Car B could be right alongside when trying to merge onto the freeway. That Car C could block an attempt by Car B to move into the left lane.

Question. What should the driver of Car B identify after identifying the merging Car A?

Answer. That Car C could block any chance to move to the left lane. Because of Car D, Car C will not be able to get far enough past to allow moving into the left lane.

Predict: Question. What actions could the driver of Car A predict about Car B?

Answer. That Car B will not adjust to allow space for Car A. That Car B will speed up to allow space behind. That Car B will slow down to allow space in front.

Question. What should Car A predict as most likely?

Answer. Car B will continue at the same speed in the same lane.

Decide, Execute: Question. What should the driver of Car A Do?

Answer. Slow down some and merge behind Car B. Watch Car B and take advantage of any maneuver Car B makes to assist Car A to merge.

Question. What should Car B do?

Answer. Since Car B is slightly behind Car A, Car B should slow down some to allow Car A to merge ahead.

Question. What should the driver of Car C do?

Answer. Slow down and drop back some to allow Car B space to move to the left lane.

Xxxxxxx School District
July, 1986

WORKSHEET W 3a

Prepare answers to the questions on the worksheet. Ask students to read what they have written. Be sure that alternatives include feasible ideas, both good and bad, and ones that include real expectations in driving for scenes such as these.

Xxxxxxx School District
July, 1986

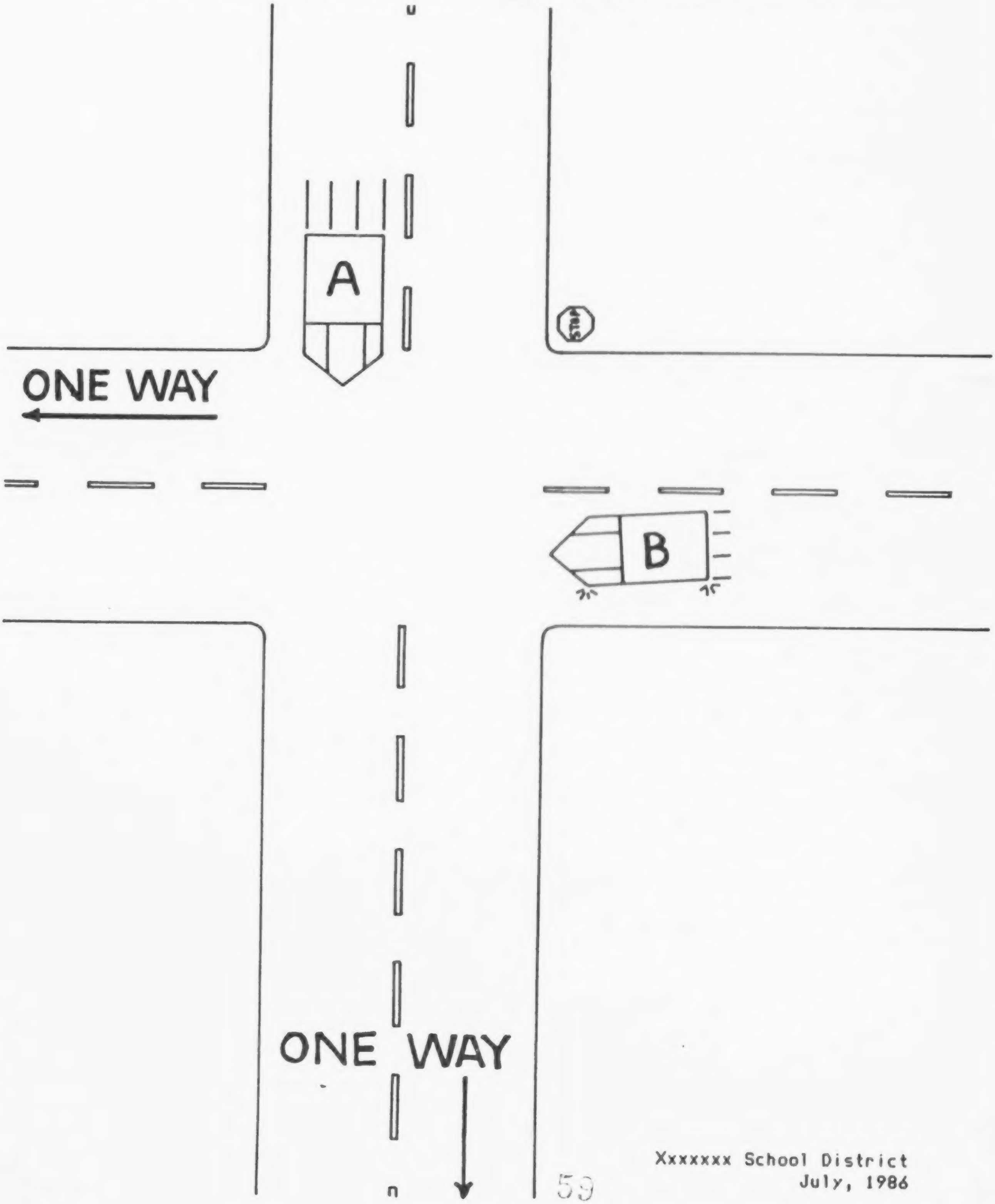
WORKSHEET W3d

Immediately after the Smith System film or tape, pass out W3d to the students and ask them to fill it out as students "recite" the rules (keys), and examples or descriptions.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T3a
Transparency #1 Of 5

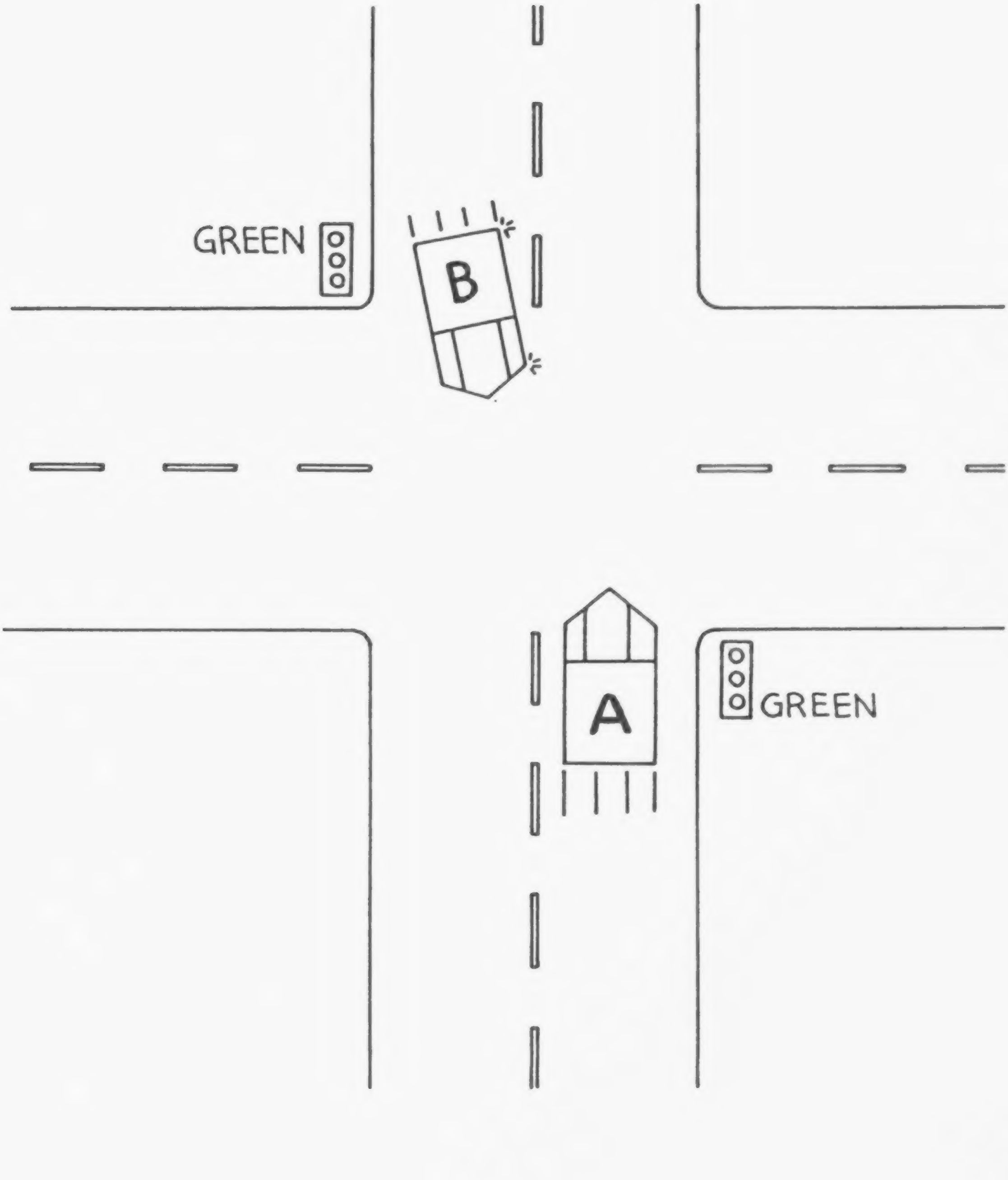
Identify, Predict, Decide, Execute



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T3a
Transparency #2 Of 5

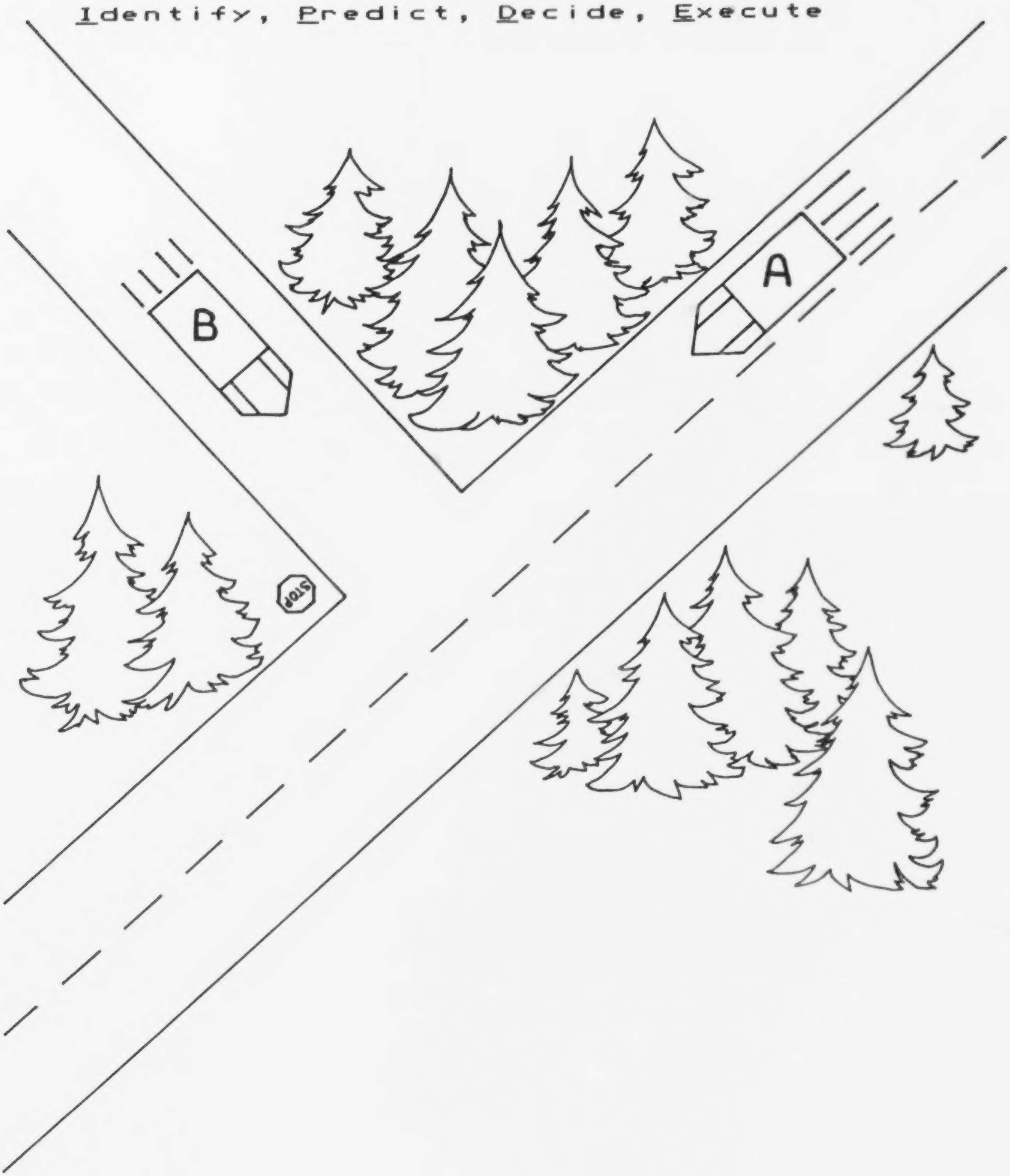
Identify, Predict, Decide, Execute



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T3a
Transparency #3 Of 5

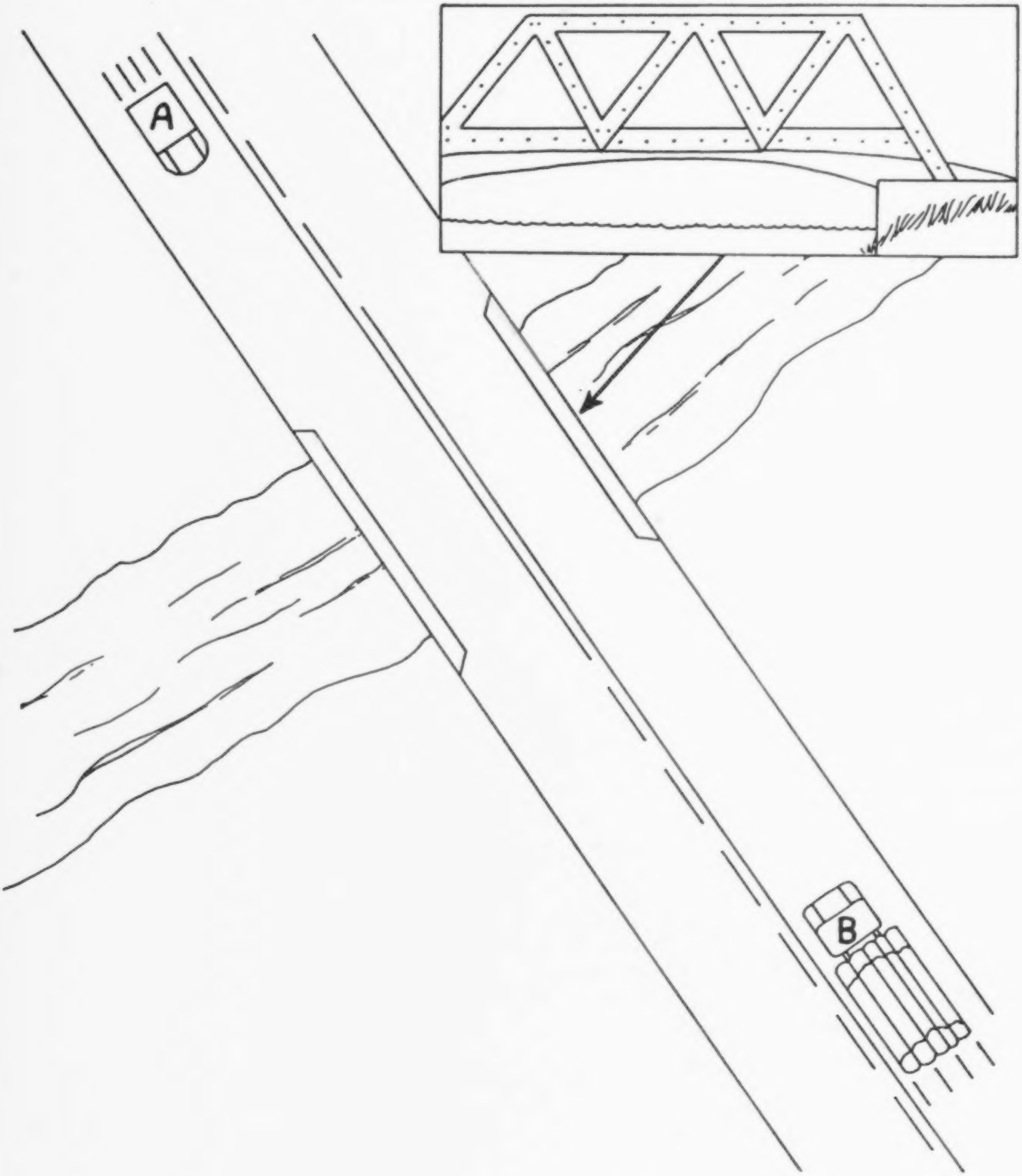
Identify, Predict, Decide, Execute



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T3a
Transparency #4 Of 5

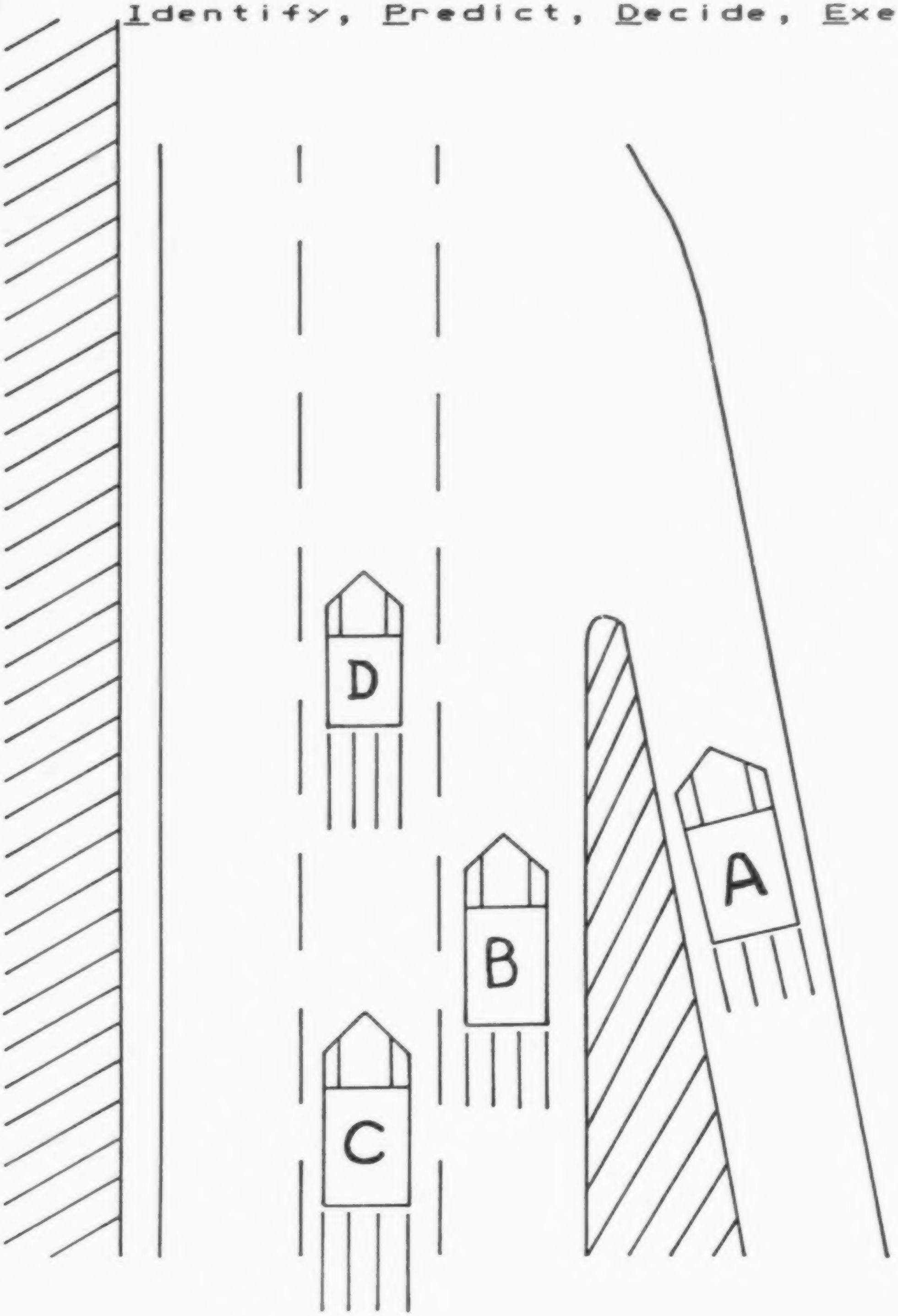
Identify, Predict, Decide, Execute



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T3a
Transparency #5 Of 5

Identify, Predict, Decide, Execute



STUDY SHEET SS3a

(One page only)

THE SMITH SYSTEM

Some of you have learned to read the English language well, others not so well, and some very poorly. The same is true of drivers. Some read the traffic scene very well, others not so well, and some very poorly. Guess who is having the accidents? The answer is obviously those who aren't reading traffic very well, or poorly.

The Smith System offers visibility for you, the driver, and space for your vehicle. If you see properly and have time, the chances of you being involved in a collision are very slim. Study this sheet and make the Smith System part of your personal driving.

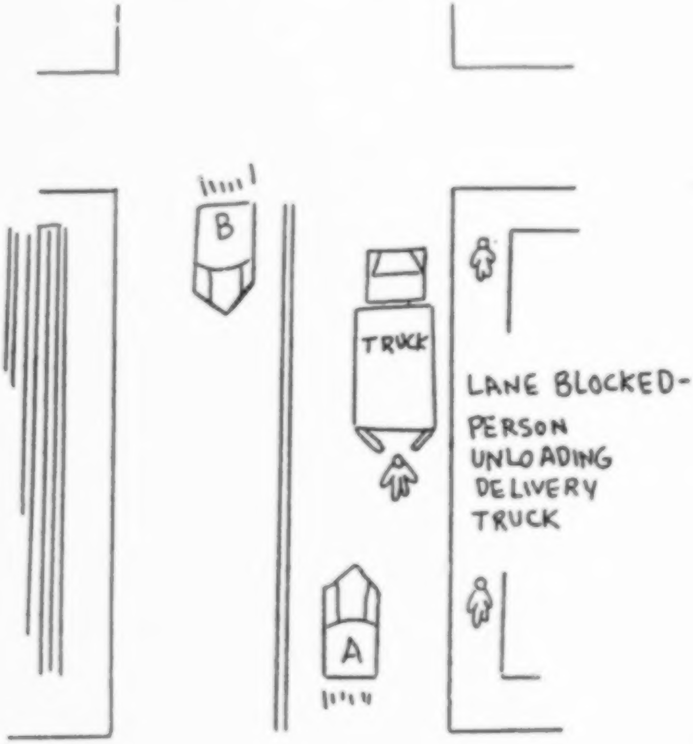
I. AIM HIGH IN STEERING
  A. Look well ahead in the center of your lane, since your vehicle tends to track where you are looking.
  B. Look 12 seconds ahead of your vehicle.
    1. In the city, look ahead 1 to 2 blocks.
    2. In the country, look ahead one-quarter to one-half mile.
    3. At night, look ahead of your headlight spray.
II. GET THE BIG PICTURE
  A. How big is it? All around you; 360 degrees.
  B. What's in it"
    1. Movement of vehicles, people, and animals.
    2. Relevant traffic control devices.
    3. Changes in road conditions.
  C. How do you get the big picture and keep it? By keeping a minimum of 2 seconds following distance, preferably more.
III. KEEP YOUR EYES SCANNING.
  A. You have 2 types of vision.
    1. PERIPHERAL VISION detects objects, and is at least 180 degrees.
    2. CENTRAL VISION investigates, or identifies objects.
    3. As speed increases, peripheral vision decreases, requiring more head movement to see on the sides.
  B. Check mirrors frequently - every 5 to 8 seconds.
  C. Move your eyes at least every 2 seconds. Don't fixate.
IV. LEAVE YOURSELF AN OUT
  A. Strive to have at least one escape route.
  B. Drive for the best space, not in the clusters or packs.
  C. Deal with tailgaters.
  D. Develop the GROUND VIEWING HABIT (wheel-to-ground). The front wheels of other vehicles give early warning of direction changes.
V. MAKE SURE THEY SEE YOU
  A. Who are they? Other drivers, pedestrians, or animals.
  B. How can you be seen? By using horn, signals, or lights.
  C. Eye Contact from others is your goal; get it by using your warning devices, but signal in time.

WORKSHEET (W3a)
(Page 1 of 2 pages)

Name______________________________ Date____________

IDENTIFYING, PREDICTING, DECIDING

Directions: Answer the questions asked for each of the following two traffic situations.



Imagine you are driving car A.

1. What do you identify in this situation?

2. What predictions can you make about the hazards in this situation?

3. What decision or responses might you make that could introduce conflicts?

4. What action could you take that could prevent this situation from becoming a dangerous situation?

Imagine you are driving car B.

5. What predictions can you make about the possible actions of the driver of car A?

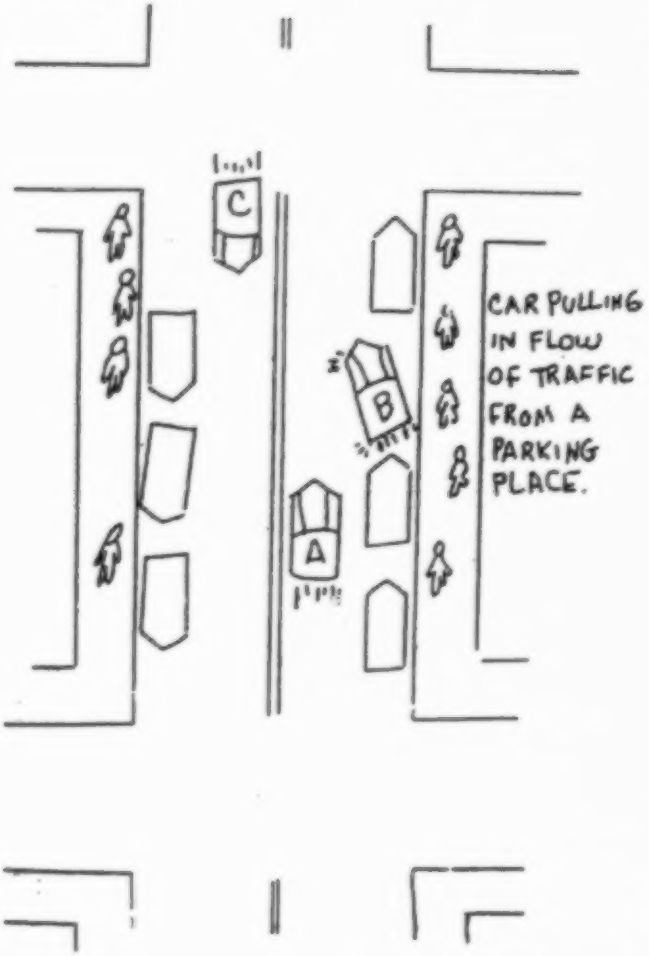
6. What prediction is most likely?

7. What decision should you make that would minimize the chances of conflict?

WORKSHEET (W3a)
(Page 2 of 2 pages)

Imagine you are driving car A.

1. Does car B become a hazard under these circumstances? How?



2. If car B continues to come out and you have to take an alternative route, does car C become a hazard? How?

3. If you are going too fast to stop, is there a safe alternative route that you can take in car A? What?

4. If car C saw you pulling into his lane could he take a safe alternative route? Why?

5. If you had identified the hazards early enough, and had made a correct prediction of the clues from these hazards, what decision should you have made as the driver of car A?

WORKSHEET W3b

(Page 1 of 2 pages)

Name______________________________________ Date____________________

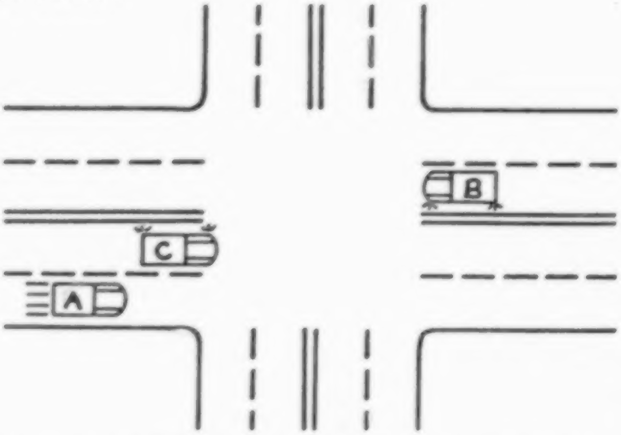
PREDICTING AND DECIDING - COMMON SITUATIONS

Directions: Answer the questions asked for each of the following four traffic situations. These are common situations/occurrences that take place in driving every day. When you experience them happening to you, there should be similar predictions and decisions made each time for the same type scene.

SITUATION 1 -The hidden left turning car.

Description: You are approaching this intersection in car A. Car C is waiting to make a left turn. Car C is hiding car B from you view.

Prediction: Under the circumstances in the above situation, the traffic cues would indicate that your prediction should be:



Decision: Considering that prediction, what do you think you should do in the above situation? Why?

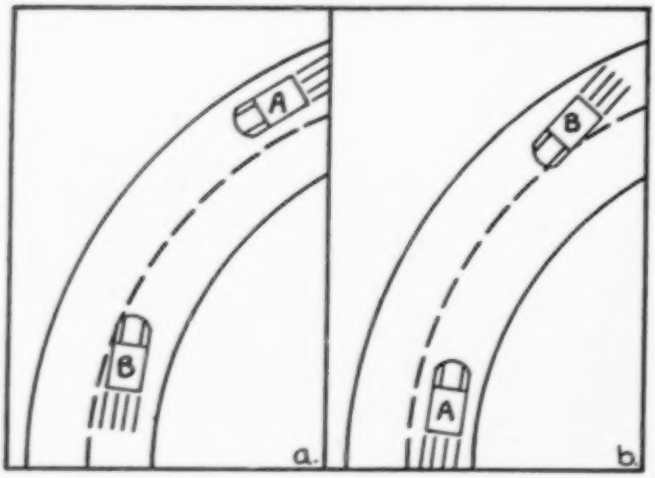
SITUATION 2 a & b -Vehicle over center line on sharp curve.

Description: While rounding a curve in car A you suddenly see car B heading into your lane.

1. When approaching sharp curves, what should your prediction be about on coming cars?

   a.

   b.



2. What could happen to you in the above situations?

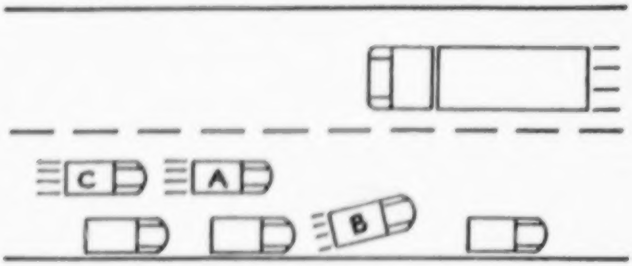
3. What decision should you make before entering a sharp curve that could prevent you from being surprised by an emergency situation?

WORKSHEET W3b

(Page 2 of 2 pages)

SITUATION 3: Being followed too closely.

Description: As the driver of car A you are being followed too closely by car C. Car B starts to pull out of a parking place in front of you. There is little or no room to swerve around car B because of a truck in the on coming lane.



1. As driver of car A what prediction should you have made as a result of car C following you too closely?

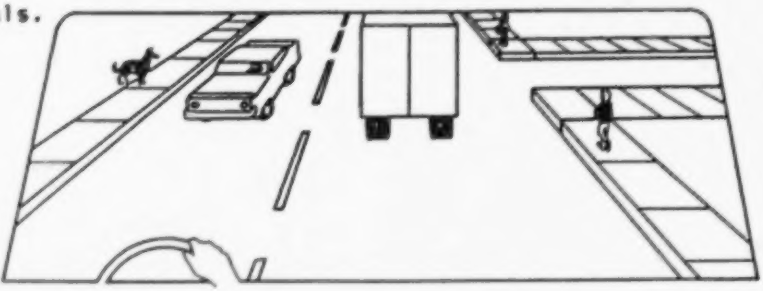
2. What is likely to happen in the scene above?

3. What could you have decided to do earlier to prevent the situation you are in now as the driver of car A?

4. What alternative actions could you take at this point? Which do you think would be the best action to take? Why?

SITUATION 4 -Pedestrians and animals.

This is the view through your windshield.



1. What predictions can generally be made about pedestrians?

2. What predictions can generally be made about animals?

3. In this scene what specific predictions about the dog and young pedestrians could you make?

4. What decision should you make about this scene?

5. Would that be a likely decision in most scenes involving animals or young pedestrians? Why or why not?

Xxxxxxx School District
July, 1986

WORKSHEET W3c

(Page 1 of 2 pages)

Name____ Date__________________

SEPARATING, COMPROMISING

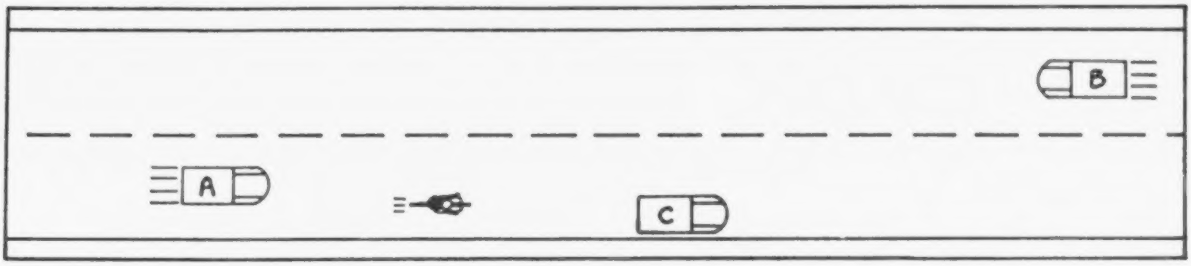
Driving would be easier if potential hazards (other cars, pedestrians, light poles, etc., etc.) only presented themselves one at a time. But, it usually doesn't happen that way. Driving gets very complex at times. Four or five hazards may appear at one point. To handle these potential hazards, you will need to separate and/or compromise them.

SEPARATE -To adjust speed, by braking or speeding up in order to pass the least number of hazards at the same time.

COMPROMISE -To adjust position from side to side by steering, to provide more space between the hazard or hazards you are passing.

You are always the driver of car A. Explain how you would separate and compromise in the following three situations.

SITUATION 1: Two way traffic with stationary and slow moving hazards.

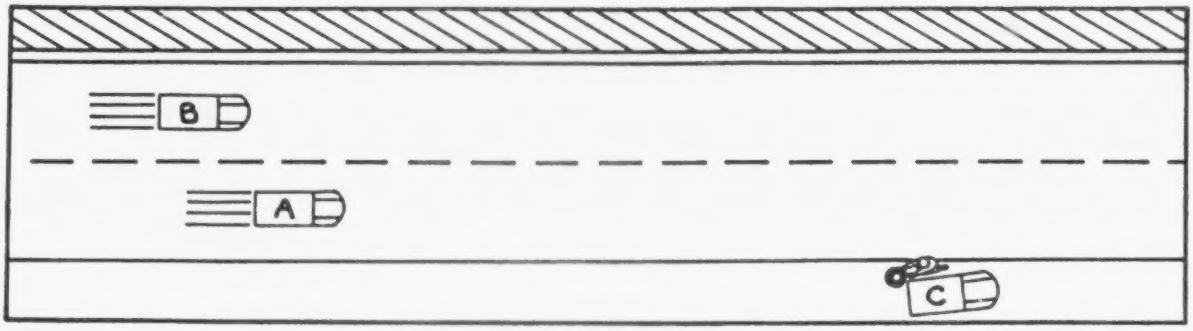


1. How would you separate?

2. How would you compromise?

WORKSHEET W3c
(Page 2 of 2 pages)

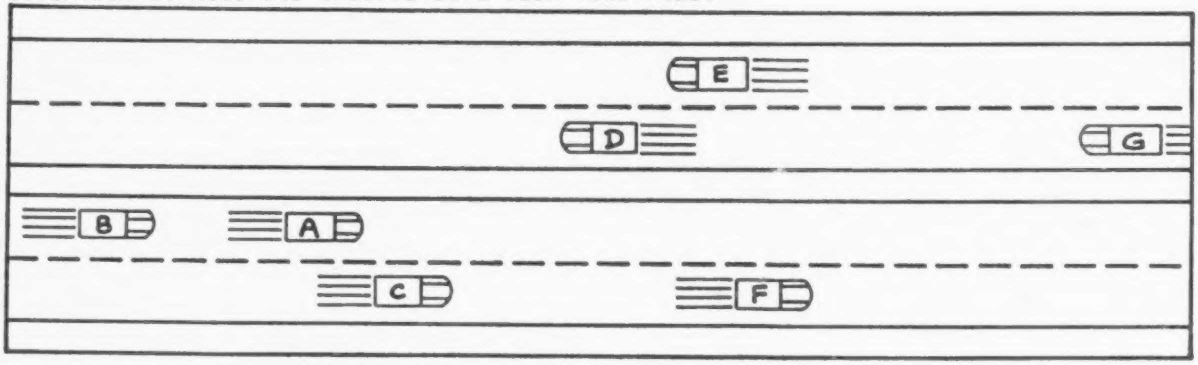
SITUATION 2: Person and disabled car at edge of lane.



1. How would you separate?

2. How would you compromise?

SITUATION 3: Moderate traffic on a four lane road.



1. How would you separate?

2. How would you compromise?

WORKSHEET W3d
(One page only)

Name________________________________ Date________________

SMITH SYSTEM RULES/KEYS

Directions: Write the five Smith System rules, and give examples and/or descriptions for each.

1. Rule:

   Example/Description:

2. Rule:

   Example/Description:

3. Rule:

   Example/Description:

4. Rule:

   Example/Description:

5. Rule:

   Example/Description:

Xxxxxxx School District
July, 1986

(One page only)

Module 4: INTERSECTIONS

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 75% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS RELATED TO INTERSECTIONS: Approaching, entering, and exiting uncontrolled intersections and intersections controlled with stop signs, signal lights, and yield signs; Yielding right-of-way; Choosing a gap; Where to stop for control signs; Search patterns at intersections; Right and left turns to and from multiple lane streets.

IN THE TSE CAR THE STUDENT WILL DEMONSTRATE CORRECT PROCEDURES AND PROCESSES AS OUTLINED IN 'XXXXXX SCHOOL DISTRICT DRIVING TASK PROCEDURES AND CRITERIA" AT LEAST TWO OUT OF THREE TIMES FOR EACH OF THE FOLLOWING CONCEPTS: Proceeding straight through uncontrolled intersections; Proceeding straight through intersections from stop signs; Proceeding straight through intersections controlled with signal lights; Turning right from a multiple lane street; Turning left from a multiple lane street; Turning right onto a multiple lane street; Turning left onto a multiple lane street.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. Participate in a teacher-led discussion using overhead Transparency Set T4a. (July, 1986) (Students may or may not have completed the evaluation for this independent module. This activity should be timed so that it would come shortly before the majority of the students are about to be scheduled for the driving lesson on intersections.) (30 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right pp. 106-116, 118,164-165; Drive Right for Safety and Savings, pp. 102-113, 115, 131-132; Drive Right, a Responsible Approach, pp, 37, 46, 94-111; Tomorrow's Drivers, Eighth Edition, pp. 63-65, 125-130, 132-134; or Sportsmanlike Driving, Eighth Edition, pp. 51-53, 67, 127-132.
2. Read the Driver's Guide of the state of Washington, 6-85, pp. 21-24, 28.
3. Complete Activity 1, Chapter 6, page 6-3 from Scott, Foresman and Co. Teacher Resource Book, 1987.
4. Complete the JAG Software computer program, "Lane Selection".
5. Complete the JAG Software computer program, "Yielding the Right of Way."
6. Read Study Sheet SS4a (July, 1986)
7. Complete Worksheet W4a (July, 1986)
8. Complete Worksheet W4b (July, 1986)
9. Complete Worksheet W4c (July, 1986)
10. Complete Worksheet W4d (July, 1986)
11. During Behind-the-Wheel lessons in the TSE car, practice application of procedures and processes for negotiating intersections as directed by the teacher.
12. After successfully completing the Behind-the-Wheel evaluation for this module, practice application of procedures and processes for negotiating intersections with parents or other qualified licensed persons.

EVALUATION

To pass Module 4 requires:

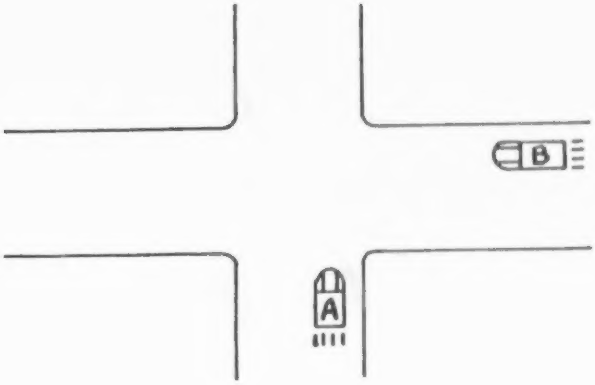
1. Successful completion of Evaluation E4 using Xxxxxxx School District computer generated tests.
2. Successful completion of the Behind-the-Wheel evaluation on the concepts for negotiating intersections.

TRANSPARENCY SET T4a
Transparency #1 of 5

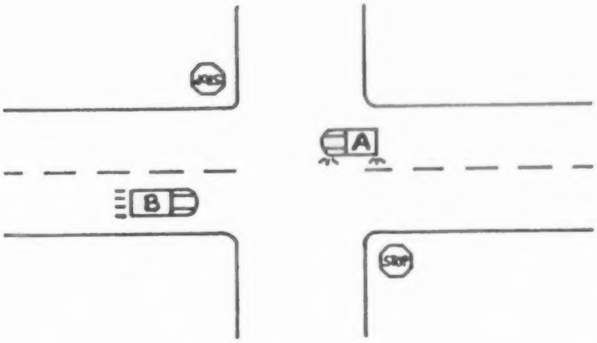
RIGHT OF WAY

A. UNCONTROLLED INTERSECTION
   1. CAR A MUST YIELD TO CAR B - WHY?

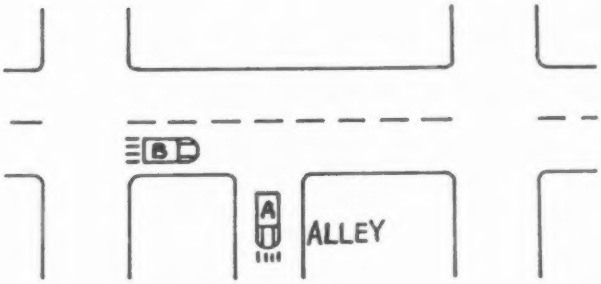
   (Not the same rule of the road in all states) -Why?



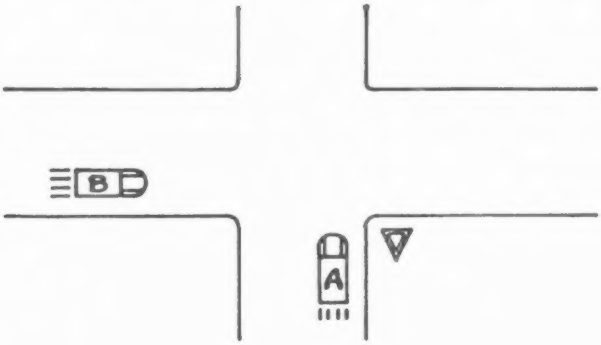
B. LEFT TURNING CAR
   1. CAR A MUST YIELD TO CAR B - WHY?



C. DRIVING FROM ALLEY OR DRIVEWAY
   1. CAR A MUST YIELD TO CAR B - WHY?



D. YIELD SIGN
   1. CAR A MUST YIELD TO CAR B - WHY?



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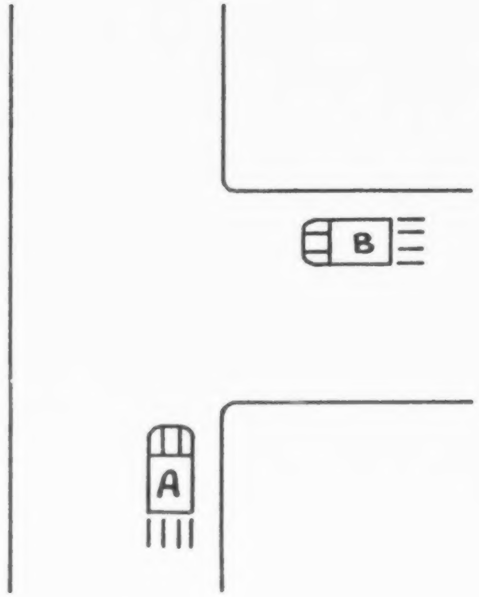
July, 1986

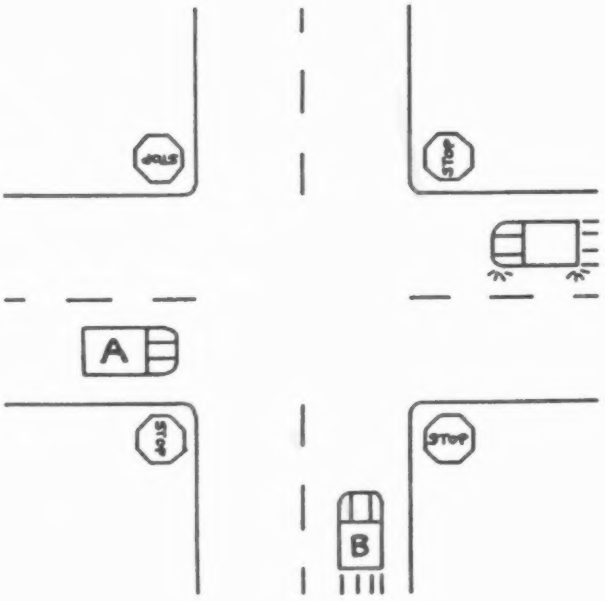
TRANSPARENCY SET T4a
Transparency #2 of 5

RIGHT OF WAY (Continued)

E. UNCONTROLLED "T" INTERSECTION
1. CAR A SHOULD LEGALLY YIELD TO CAR B - WHY?
2. WHO WILL NORMALLY YIELD IN THIS SITUATION - WHY?



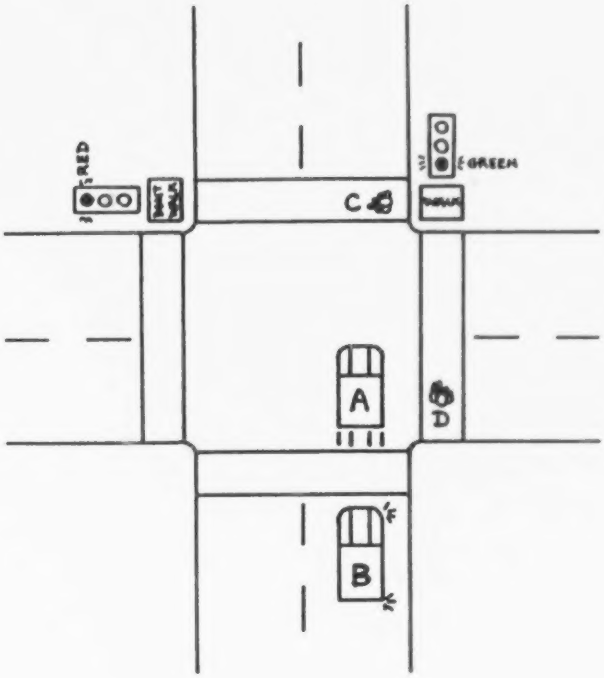
F. 4-WAY STOP
1. CARS B & C MUST YIELD TO CAR A - WHY?
2. WHO SHOULD YIELD BETWEEN CARS B & C - WHY?



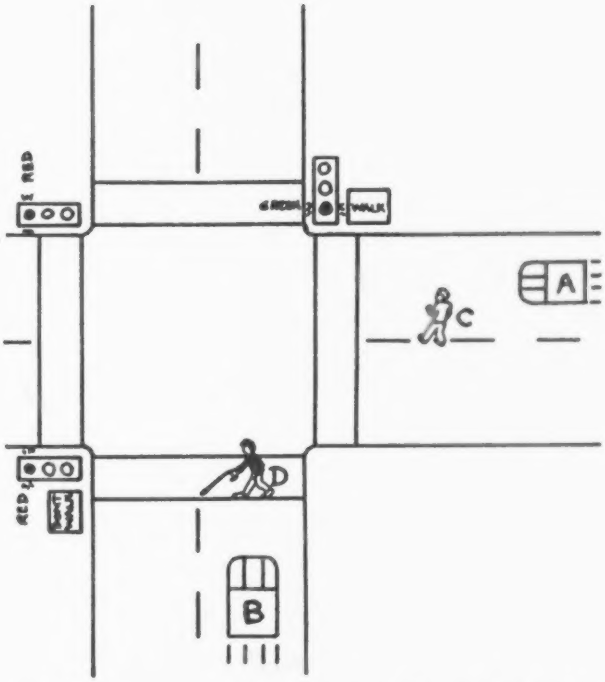
TRANSPARENCY SET T4a
Transparency #3 of 5

RIGHT OF WAY (Continued)

G. DON'T WALK LIGHT -- RIGHT TURN WALK LIGHT
1. PEDESTRIAN C SHOULD YIELD TO CAR A - WHY?
2. WHO WILL NORMALLY YIELD - WHY?
3. CAR B MUST YIELD TO PEDESTRIAN D - WHY?



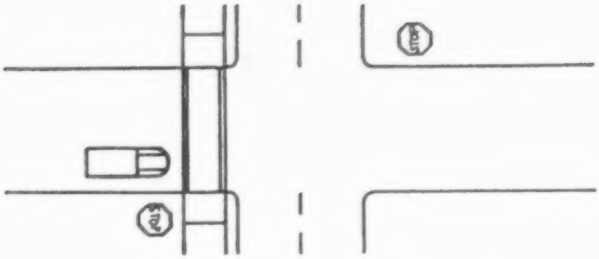
H. JAYWALKER -- BLIND PERSON
1. PEDESTRIAN C SHOULD YIELD TO CAR A - WHY?
2. WHO WILL NORMALLY YIELD - WHY?
3. WHAT SHOULD PEDESTRIAN C DO?
4. CAR B MUST YIELD TO PEDESTRIAN D - WHY?



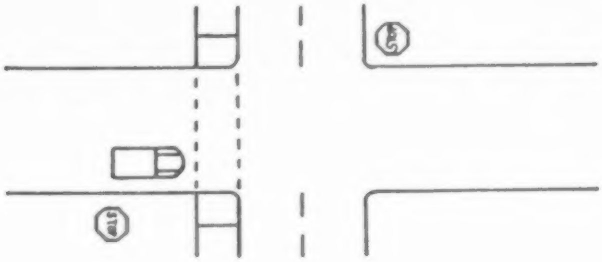
TRANSPARENCY SET T4a
Transparency #4 of 5

WHERE TO STOP

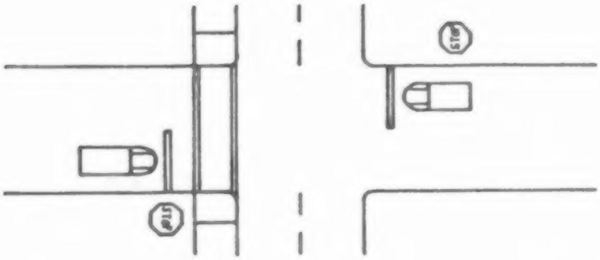
A. MARKED CROSSWALK



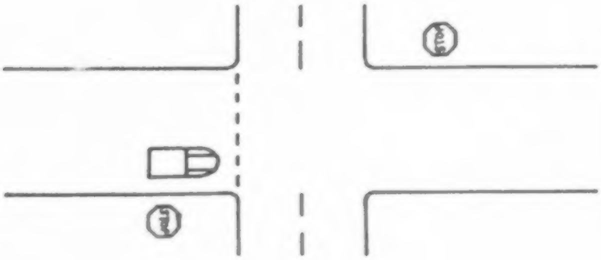
B. UNMARKED CROSSWALK



C. STOP LINE



D. CURB LINE
(No Crosswalk)



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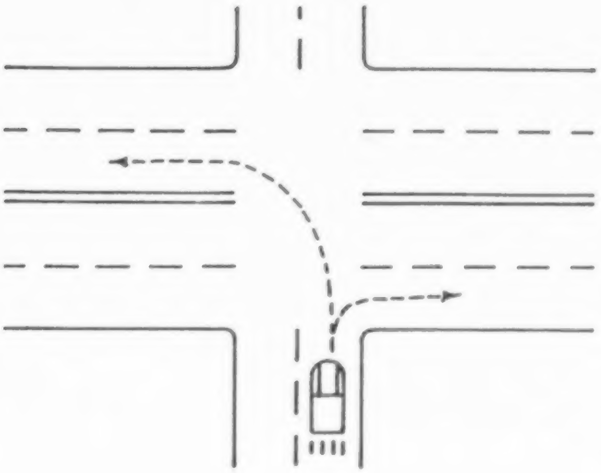
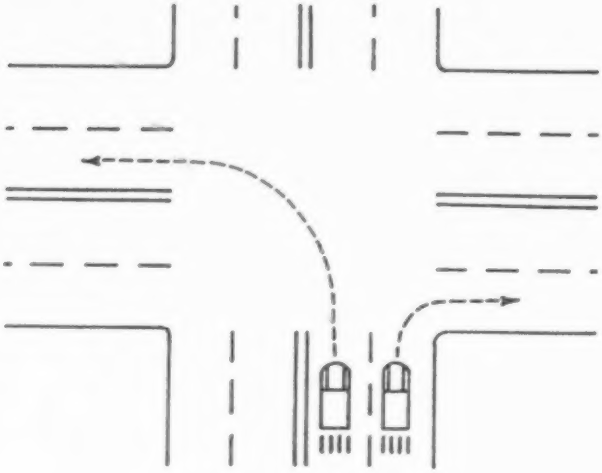
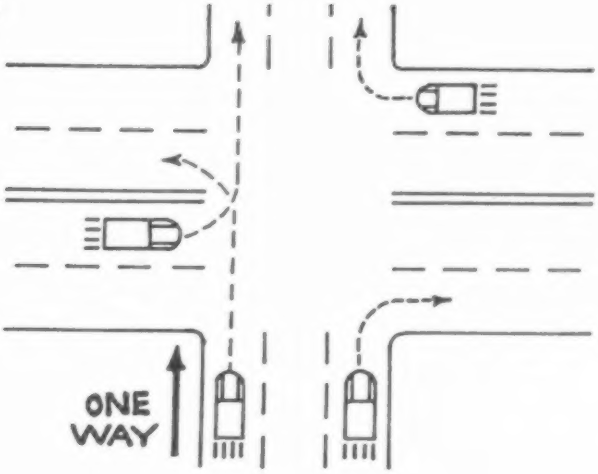
July, 1986

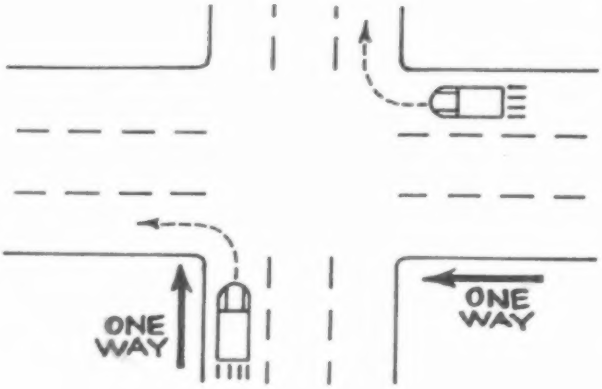
TRANSPARENCY SET T4a
Transparency #5 of 5

TURNS TO AND FROM MULTIPLE LANE STREETS









STUDY SHEET SS4a

(Page 1 of 2 pages)

WHERE TO STOP FOR STOP AND YIELD SIGNS AND RED LIGHTS

The information on this study sheet will help you complete Worksheet W4a.

As you should be aware from the module on signs and signals and pavement markings, you are required to stop at intersections under a number of instances. The following is information on just where at various intersections you should stop your vehicle.

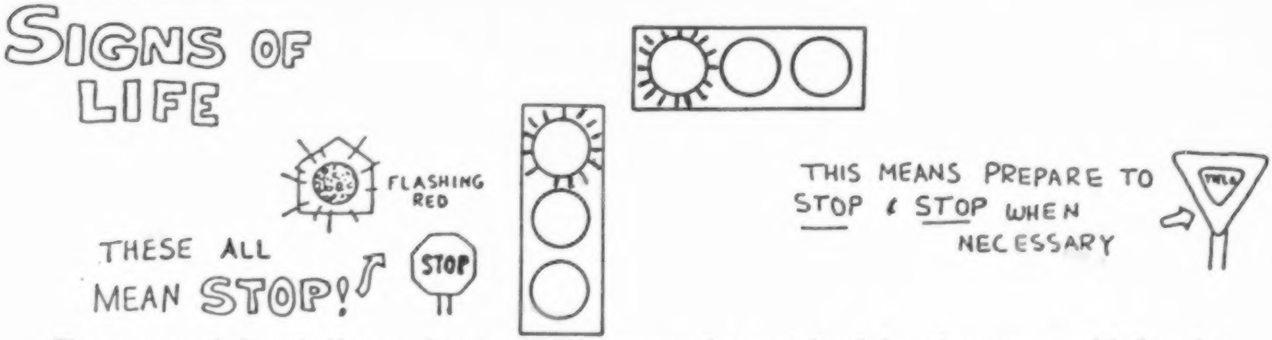
46.61.190(2)RCW

Except when directed to proceed by a duly authorized flagman, or a police officer, or a fire fighter vested by law with authority to direct, control, or regulate traffic, every driver of a vehicle approaching a stop sign shall stop at a clearly marked stop line, but if none, before entering a marked crosswalk on the near side of the intersection or, if none, then at the point nearest the intersecting roadway where the driver has a view of approaching traffic on the intersecting roadway before entering the roadway, and after having stopped shall yield the right-of-way to any vehicle in the intersection or approaching on another roadway so closely as to constitute an immediate hazard during the time when such driver is moving across or within the intersection or junction of roadways.

When necessary to stop at a red signal light, at a red flashing, or at a yield sign if required for safety to stop, the same regulations apply as above for where to stop.

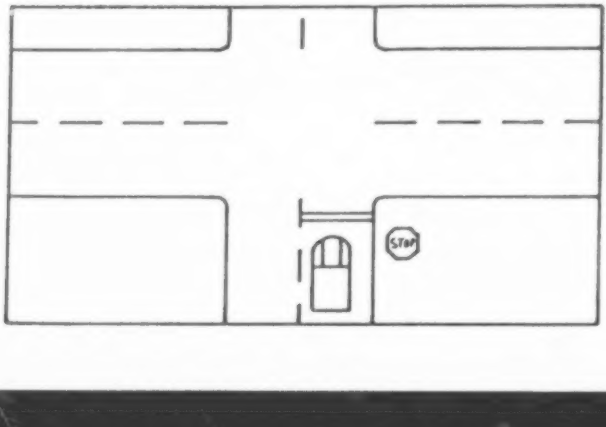
46.61.365 RCW

The driver of a vehicle within a business or residential district emerging from an alley, driveway, or building shall stop such vehicle immediately prior to driving onto a sidewalk or onto the sidewalk area extending across any alleyway or driveway, and shall yield the right-of-way to any pedestrian as may be necessary to avoid collision, and upon entering the roadway shall yield the right-of-way to all vehicles approaching on said roadway.



There are at least three places where you may be required to stop your vehicle at a given intersection whether going forward or backing up. These are the stop line, behind the crosswalk, or behind the curbline. The following are examples of each of those.

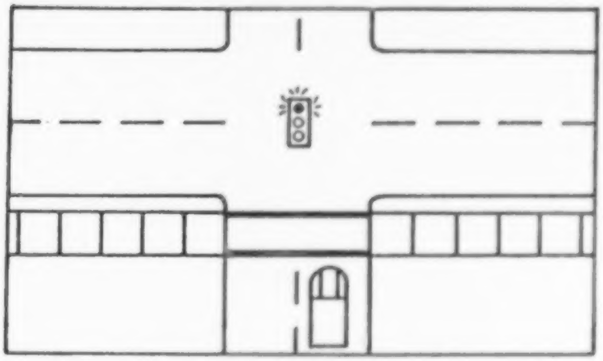
STOP LINE



The stop line is a heavy white line from the curb to the center of the street or highway, and is at least six inches wide or wider. You must stop with your front bumper (car, truck, etc.) or front wheel (bike, motorcycle) BEHIND the stop line.

STUDY SHEET SS4a
(Page 2 of 2 pages)

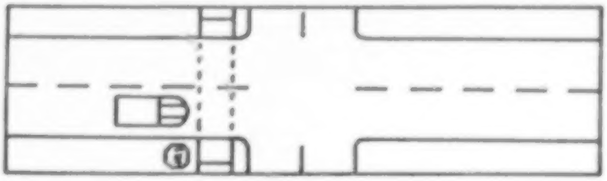
CROSSWALK



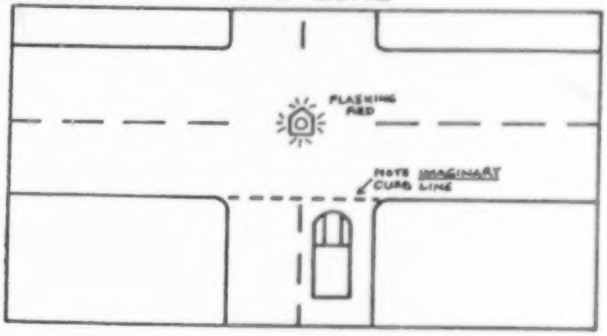
If there is a painted crosswalk, you must stop your vehicle with the front bumper (car, truck, etc.) or front wheels (bike, motorcycle, etc.) BEHIND the nearest crosswalk line.

Sometimes there is a crosswalk and a stop line. You must obey the stop line if there are both.

On streets that have sidewalks, but no painted crosswalks, remember that the crosswalks are still considered to be there. Handle these situations just as you would if the crosswalk were painted.

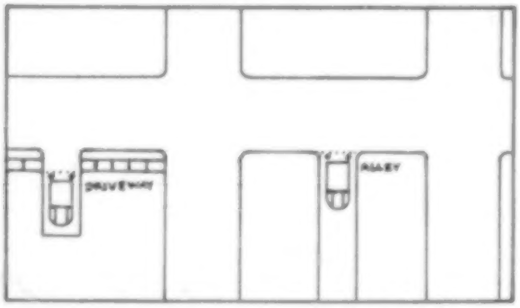


CURB LINE



If there are no identifying pavement markings and the sign or traffic control device says stop, then you must stop with your front bumper (car, truck, etc.) or front wheel (bike, motorcycle, etc.) BEHIND an imaginary line called a curbline, which stretches from curb to curb closest to you. If there are no curbs present, then you must imagine where they would be, and stop at that imaginary curbline. REMEMBER! Your vehicle must not slow or impede the flow of traffic.

When you are backing up, it is generally out of a driveway or alley. (You shouldn't back into any intersection.) The stops therefore, at the rear of your car, will be at the crosswalk (always unmarked, but determined by the sidewalk) or at the curb line.



Sometimes you will be leaving a driveway, alley, or building area such as a gas station or drive-in. You are required to stop just as if there was a stop sign. Your stop is made behind the sidewalk, and you will need to yield the right-of-way to all persons approaching from either side on the sidewalk, and to all traffic approaching from both directions. When the way is clear, you may turn left or right, unless pavement markings or signs prohibit such a maneuver.

Xxxxxxx School District
July, 1986

WORKSHEET W4a

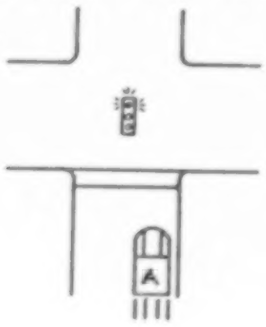
(One page only)

Name____________________________________ Date________________

WHERE TO STOP FOR STOP AND YIELD SIGNS AND RED LIGHTS

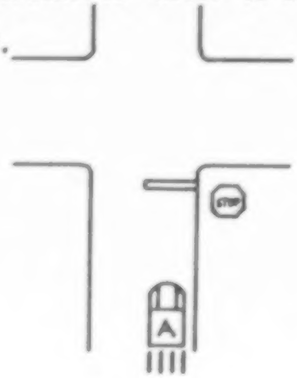
Directions: You are the driver of car A in each situation. Where would you stop? Write the letter of the correct answer for each situation on the lines in the lower right hand corner of the worksheet. Refer to Study Sheet SS4a as a resource.

1.



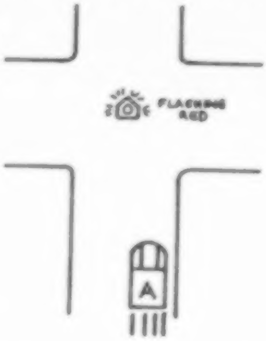
A. At stop sign
B. At curb line
C. Behind crosswalk
D. At stop line
E. Under light

2.



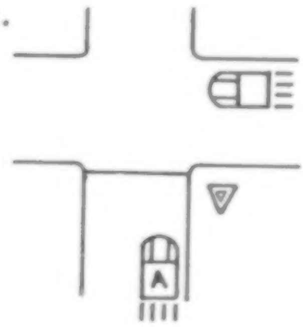
A. At stop sign
B. At curb line
C. Behind crosswalk
D. At stop line
E. None of the above

3.



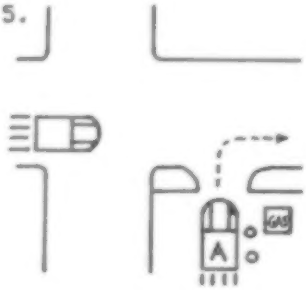
A. At stop sign
B. At curb line
C. Behind crosswalk
D. At stop line
E. Under light

4.



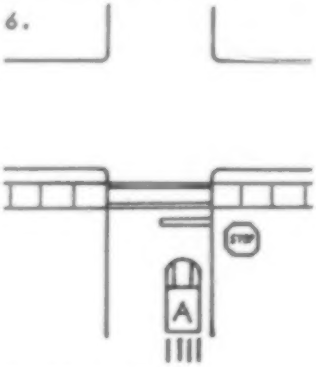
A. At yield sign
B. At curb line
C. Behind crosswalk
D. At stop line
E. You are not required to stop

5.



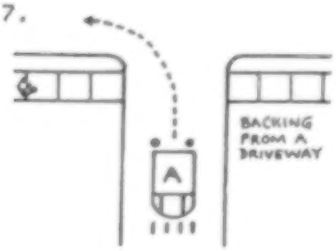
A. Sidewalk
B. At curb line
C. At light
D. Both A & B
E. You are no required to stop

6.



A. At stop sign
B. At curb line
C. Behind crosswalk
D. At stop line
E. At B, C, or D

7.



A. At sidewalk
B. At curb line
C. Within 15 feet of curb
D. You don't have to stop
E. Both A & B

1.______ 2.______

3.______ 4.______

5.______ 6.______

7.______

Xxxxxxx School District
July, 1986

WORKSHEET W4b

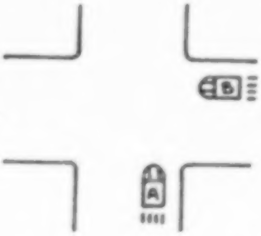
(Page 1 of 2 pages)

Name___________________________________ Date____________________

RIGHT OF WAY

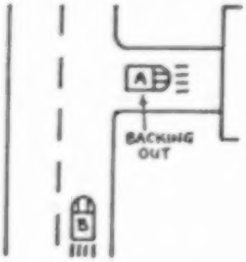
Directions: Write the letter of the highway user who should yield the right of way on the line provided and explain why. An example of how to answer the questions is given in #1.

1. Who should yield? A



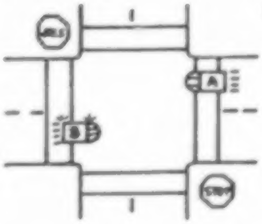
Why? The vehicle on the right always has the right-of-way if at an uncontrolled intersection in Washington.

2. Who should yield? ____



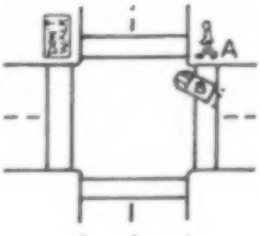
Why?

3. Who should yield? ____



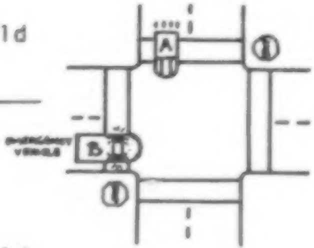
Why?

4. Who should yield? ____



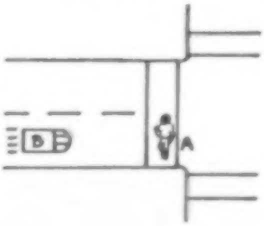
Why?

5. Who should yield? ____



Why?

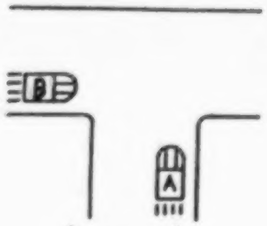
6. Who should yield? ____



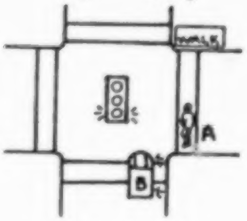
Why?

WORKSHEET W4b
(Page 2 of 2 pages)

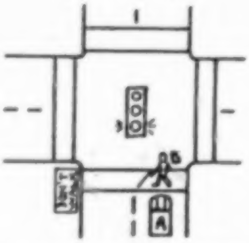
7. Who should yield? ____ Why?



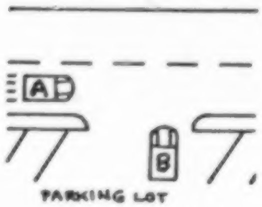
8. Who should yield? ____ Why?



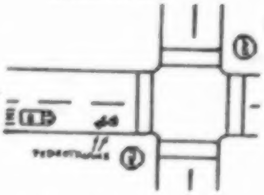
9. Who should yield? ____ Why?



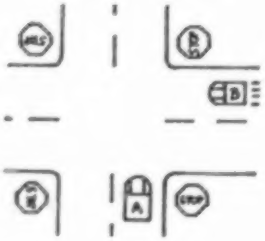
10. Who should yield? ____ Why?



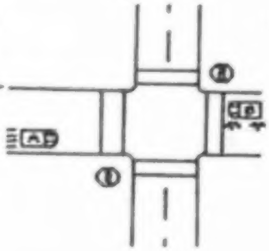
11. Who should yield? ____ Why?



12. Who should yield? ____ Why?



13. Who should yield? ____ Why?



Xxxxxxx School District
July, 1986

WORKSHEET W 4c

(Page 1 of 2 pages)

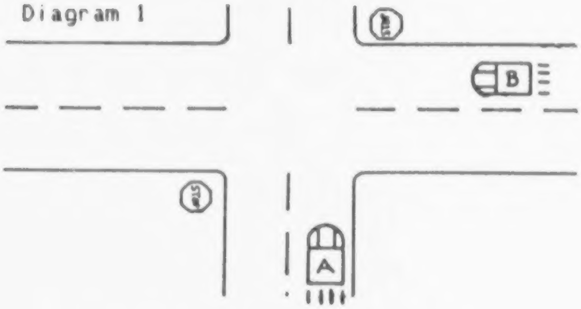
Name____ Date____________________

RIGHT OF WAY AT INTERSECTIONS AND ANTICIPATING ACTIONS OF OTHERS

DIRECTIONS:

1. Identify who has the right of way in each situation.
2. Analyze each situation using the IPDE process to anticipate what might happen and decide what you would do. Write your answers to each situation on in the spaces provided. You are always the driver of car A.
3. An example of how to answer the questions is given for Diagram 1.

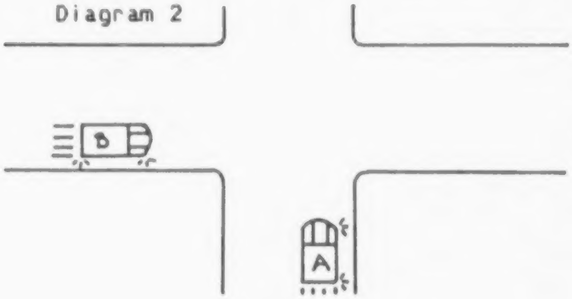
Diagram 1



1. Car A has the right of way.
2. What might happen?
   a. Car B might stop.
   [✓ b.] Car B might run the stop sign.
3. What would you do?

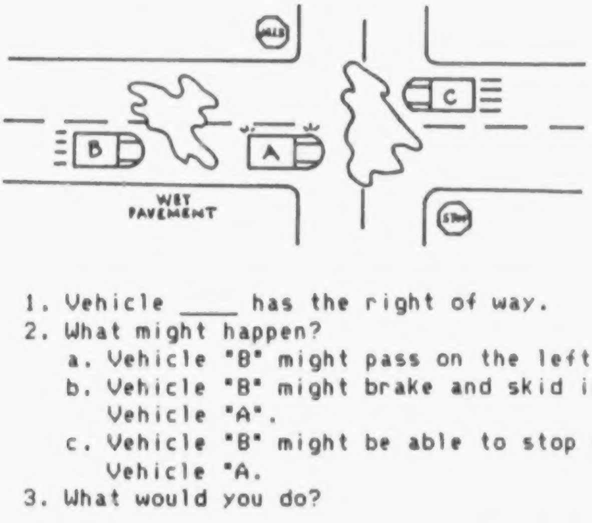
Slow-cover brake-watch hood of car to identify if stopping-prepare to give up right of way if necessary.

Diagram 2



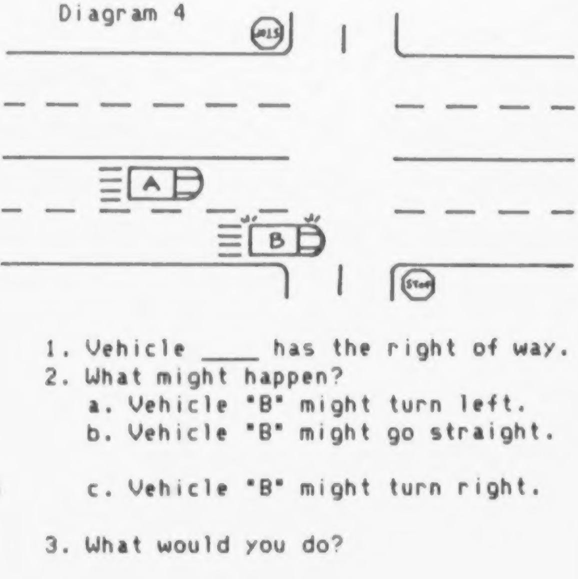
1. Car ____ has the right of way.
2. What might happen?
   a. Car B might go straight.
   b. Car B might turn right.
3. What would you do?

Diagram 3



1. Vehicle ____ has the right of way.
2. What might happen?
   a. Vehicle "B" might pass on the left.
   b. Vehicle "B" might brake and skid into Vehicle "A".
   c. Vehicle "B" might be able to stop behind Vehicle "A.
3. What would you do?

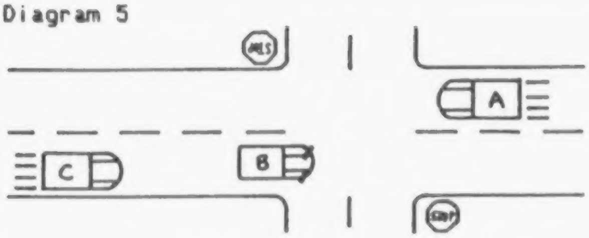
Diagram 4



1. Vehicle ____ has the right of way.
2. What might happen?
   a. Vehicle "B" might turn left.
   b. Vehicle "B" might go straight.
   c. Vehicle "B" might turn right.
3. What would you do?

WORKSHEET W4c
(Page 2 of 2 pages)

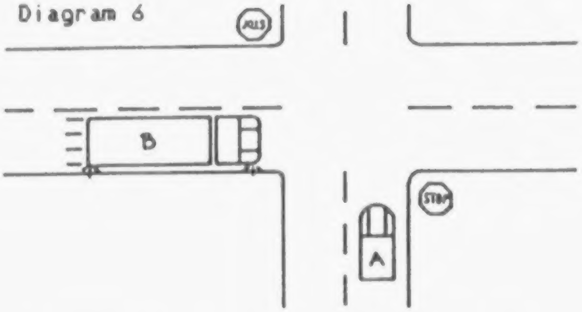
Diagram 5



1. Vehicle ____ has the right of way.
2. What might happen?
   a. Vehicle B might turn left in front of vehicle A.
   b. Vehicle C might strike vehicle B, forcing him into A's path.
   c. Vehicle C might be able to stop behind vehicle B.

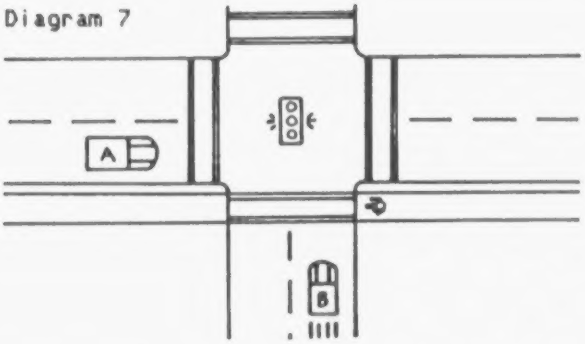
3. What would you do?

Diagram 6



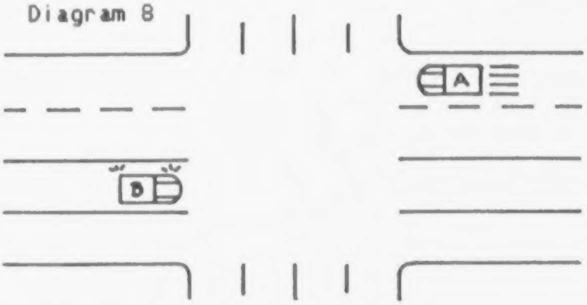
1. Vehicle ____ has the right of way.
2. What might happen?
   a. There will be no problem when the truck turns.
   b. The truck might swing wide on the turn.
   c. The truck might wait for vehicle A to clear the street before turning.
3. What would you do?

Diagram 7



1. Vehicle ____ has the right of way.
2. What might happen?
   a. Vehicle B might have trouble stopping.
   b. Vehicle B might stop, blocking the crosswalk, forcing the pedestrian into A's lane.
   c. Vehicle B might be able to stop in time.
3. What would you do?

Diagram 8



1. Vehicle ____ has the right of way.
2. What might happen?
   a. Vehicle B might wait to turn left until A passes.
   b. Vehicle B might turn left in front of A.
3. What would you do?

Xxxxxxx School District
July, 1986

WORKSHEET W4d

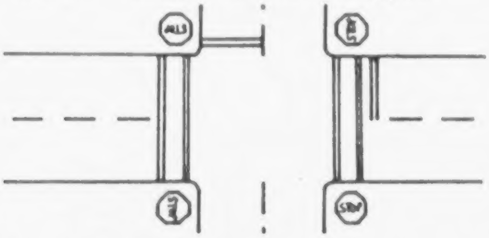
(Page 1 of 2 pages)

Name____ Date__________________

POTPOURRI - INTERSECTIONS

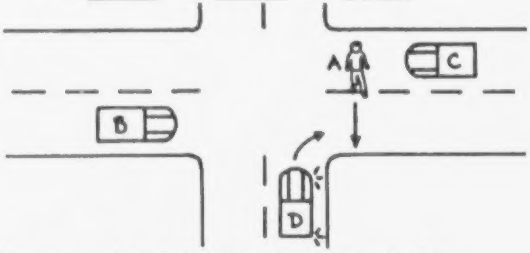
Follows the directions as found in each question.

1. In the diagram below show where you would stop at each corner of this intersection by drawing an arrow to the point where the front of the car should be when stopped.

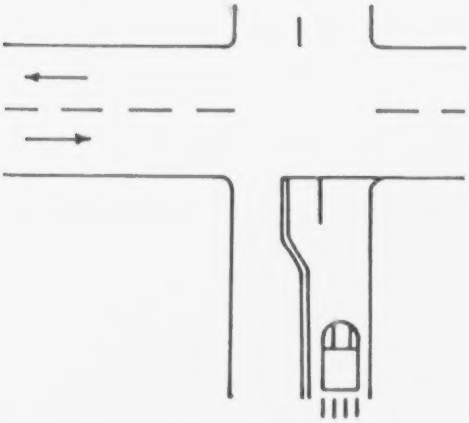


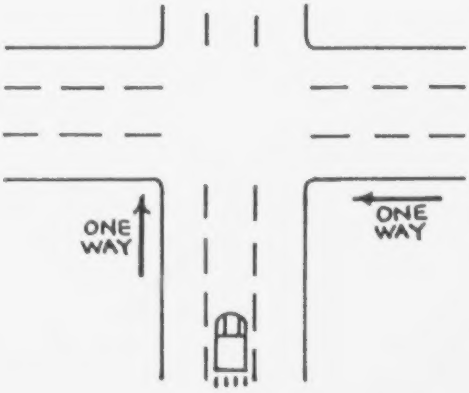
2. In the diagram below who has the right-of-way to go first, second, and third at this intersection?

1st_____ 2nd_____ 3rd_____

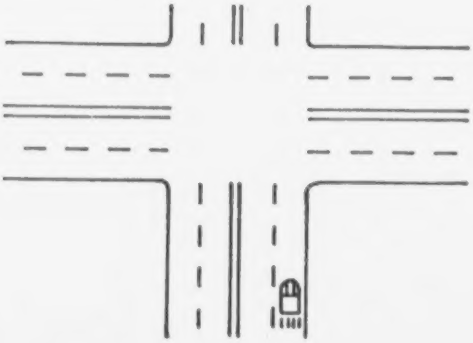


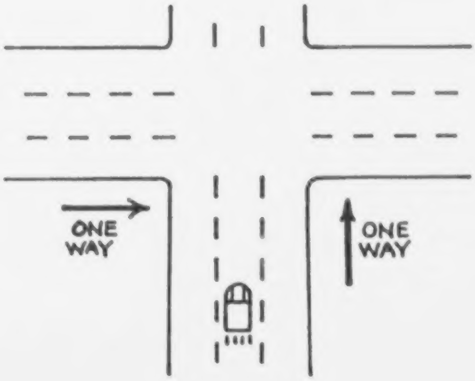
3. In the following diagrams, draw in the path the car should take to turn left.





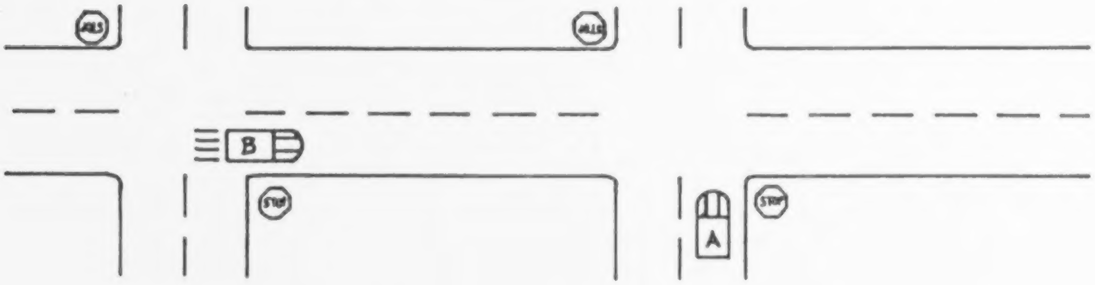
4. In the following diagrams, draw in the path the car should take to turn right.





WORKSHEET W4d
(Page 2 of 2 pages)

5. As the driver of car A in the diagram below, you see car B just slightly less than a block away in a 30 MPH zone. (About 5-6 seconds from the intersection.)



a) Would you without waiting for B to pass the intersection:
1) proceed straight through the intersection? ____Yes ____No Why?

2) turn left? ____Yes ___No Why?

3) turn right? ____Yes ____No Why?

b) Would you turn right at this point in time if B's right turn signal was flashing?
____Yes ____No Why?

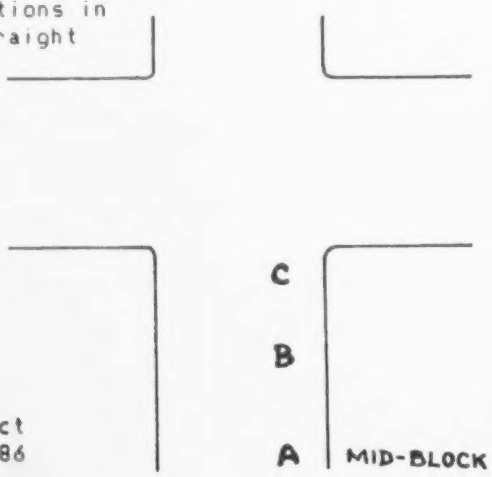
6. If you cannot see traffic both ways when you stop at a stop sign, which is best to do?

7. As you approach an intersection, the traffic signal has just turned green. A car is quickly approaching from your left. What should you do?

8. As you approach an intersection in the left lane, the car ahead of you in the right lane stops before the intersection. For what reason should you assume the driver stopped?

9. When is the only time you are NOT required to come to a complete stop at a stop sign?

10. What should be done at each of the lettered positions in the diagram to the right? (Approaching and going straight through an uncontrolled intersection.)



A.

B.

C.

(One page only)

Module 5: TRAFFIC FLOW

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 75% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS: Following, Being followed, Traffic alongside, Oncoming traffic, and Maintaining adequate separation.

IN THE TSE CAR THE STUDENT WILL DEMONSTRATE CORRECT PROCEDURES AND PROCESSES AS OUTLINED IN "Xxxxxxx SCHOOL DISTRICT DRIVING TASK PROCEDURES AND CRITERIA" FOR A SPECIFIED TIME OF FIVE MINUTES WITH NO MORE THAN FIVE ERRORS FOR THE FOLLOWING COMPOSITE SPACE CUSHION CONCEPTS: Following, Being followed, Traffic alongside, Oncoming traffic, and Maintaining adequate separation.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. Participate in a teacher-led discussion using Transparency Set T5a. (July, 1986). (Students may or may not have completed the evaluation for this independent module. This activity should be timed so that it would come shortly before the majority of the students are about to be scheduled for the driving lesson on the traffic flow concepts.) (30 mins.)
2. Participate in a teacher-led discussion using Transparency Set T5b. (July, 1986). (Students may or may not have completed the evaluation for this independent module. This activity should be timed so that it would come shortly before the majority of the students are about to be scheduled for the driving lesson on the traffic flow concepts.) (15 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 123-135, 82-83; Drive Right for Safety and Savings, pp. 120-123; Drive Right, A Responsible Approach, pp. 152-155; Tomorrow's Drivers, Eighth Edition, pp. 108-111, 125; or Sportsmanlike Driving, Eighth Edition, pp. 46-50.
2. Complete Activity 1 of Chapter 9, page 9-3 from Scott, Foresman and Co. Teacher Resource Book, 1987. (Note to the teacher: Before duplicating page 9-3 for the students, fill in the first six words on #3, "You are first learning to drive.")
3. Complete the JAG Software computer program, "Driving Procedure Quizzes" either directly on the computer or on the quiz sheets provided by the teacher for "Following Distance."
4. Read Study Sheet SS5a. (July, 1986)
5. Read Study Sheet SS5b. (July, 1986)
6. Read Study Sheet SS5c. (July, 1986)
7. Complete Worksheet W5a. (July, 1986)
8. Complete Worksheet W5b. (July, 1986)
9. Complete Worksheet W5c. (July, 1986)
10. During Behind-the-Wheel lessons in the TSE car, practice application of procedures and processes for maintaining an adequate space cushion as directed by the teacher.
11. After successfully completing the Behind-the-Wheel evaluation for this module, practice application of procedures and processes for maintaining an adequate space cushion with parents or other qualified licensed persons.

EVALUATION

To pass Module 5 requires:

1. Successful completion of Evaluation E5 using Xxxxxxx School District computer generated tests.
2. Successful completion of the Behind-the-Wheel evaluation on the concepts for maintaining an adequate space cushion.

TEACHER-LED DISCUSSIONS (Module 5)

(One page only)

TRANSPARENCY SET T5a

All of the points to be made during the discussion are basically outlined right on the transparencies.

Transparency #4 takes some study to see the relationship of the spacing between cars. Note that car C is the only car that perhaps should have more following distance - reason: 2 seconds should be minimum following distance and should be increased if it does not impede traffic or if 2 seconds provides no advantage.

For the northbound cars, the 2 second following distance is "OK" because greater distances would tend to impede or stretch out the heavier traffic (this is not just a pack but more of a constant flow of traffic such as could be experienced at 5:00 p.m.), or perhaps encourage cutting in and out by more impatient drivers.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T5b - GROUND VIEWING HABIT (Wheel-to-ground)

TRANSPARENCY #1

A. Front wheels give early warning of direction change.
B. Rear-end collision may force vehicle into your lane.
C. What should you do? Do you have an OUT?

TRANSPARENCY #2

A. Check space between wheel and center line for all on-coming traffic. (Quick, frequent checks)
B. Decreasing space is clue to potential head-on collision.
C. Increasing space may also be clue to head-on collision if other driver's off-road recovery is poor.
D. Don't fixate or stare. Keep your eyes moving.
E. What action should you take?

TRANSPARENCY #3

A. Check space between wheel and dividing line.
B. Don't fixate eyes on space. Primary focus of eyes is center of lane well ahead.
C. Decreasing space may result in side-swipe collision.
D. You may decide to move left in your lane, pass more quickly, or not at all.

TRANSPARENCY #4

A. Check space between wheel and dividing line.
B. Don't fixate eyes on space. Primary focus of eyes is center of lane well ahead.
C. Decreasing space may result in side-swipe collision.
D. You may decide to move right in your lane and/or slow down.

TRANSPARENCY #5

A. Turned wheels of parked vehicle give first clue to possible movement.
B. Check for driver behind steering wheel.
C. Predict movement into your lane.
D. Look for an OUT, cover brake, and be ready to use horn.
E. Scan 1 to 2 blocks ahead. Don't fixate.

TRANSPARENCY #6

A. Observe ground under vehicles for clues to pedestrians (especially children), and animals.
B. Move left in your lane, or change lanes if possible.
C. Speed depends upon conditions. Slow down and be ready to use horn.

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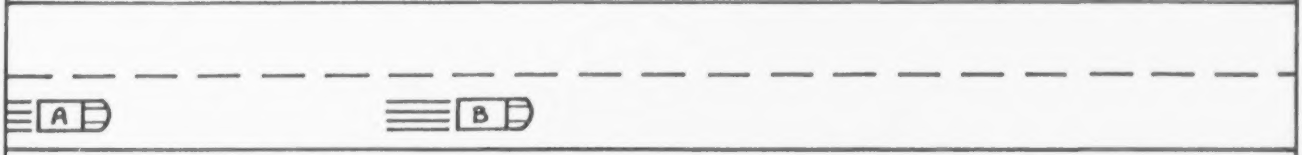
July, 1986

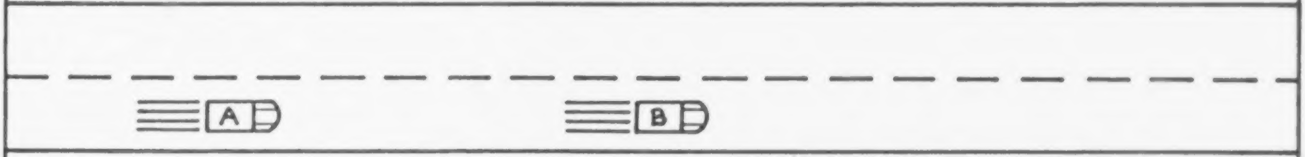
TRANSPARENCY SET T5a
Transparency #1 of 5

DETERMINING FOLLOWING DISTANCE - TWO SECOND MINIMUM

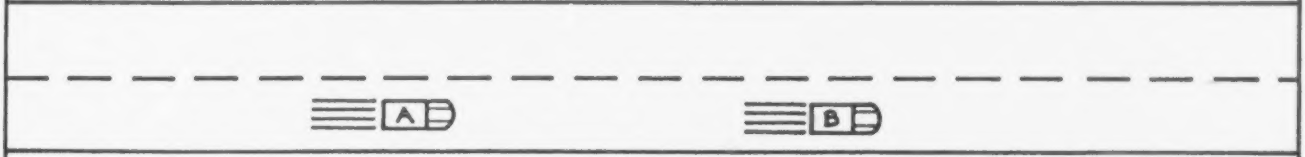


FIXED OBJECT - COULD BE A SIGN, OR LIGHT POLE, OR FREEWAY EDGE MARKER, ETC. ETC.

WHEN CAR B PASSES FIXED OBJECT AHEAD (ANY ONE YOU CHOOSE), START COUNTING, "ONE THOUSAND, ONE," OR"ONE CHIMPANZEE."



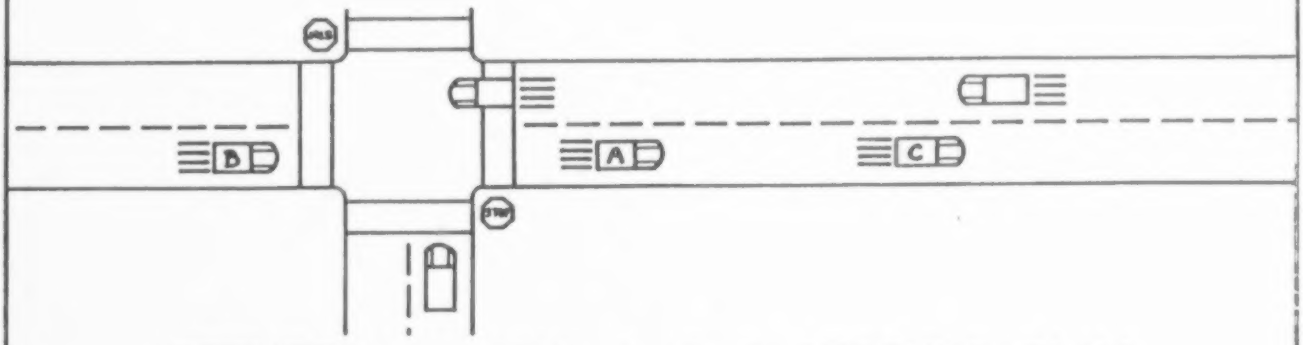
"ONE THOUSAND, ONE"



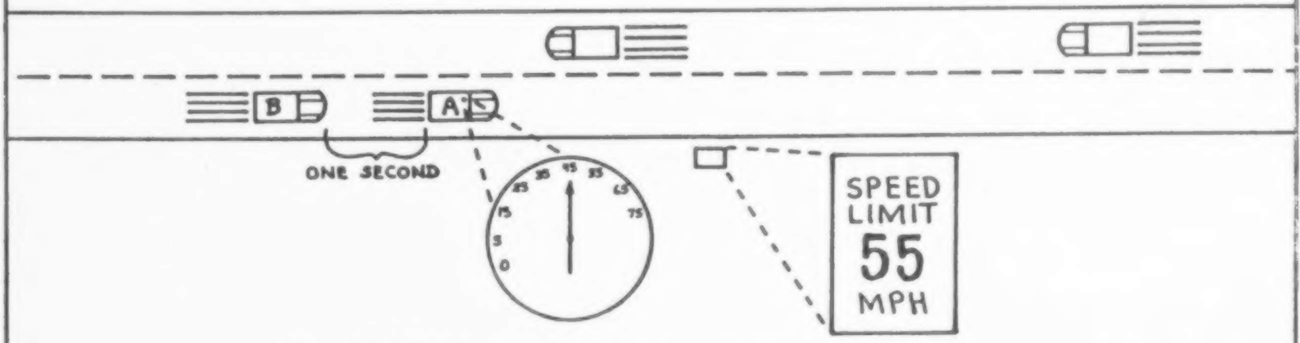
"ONE THOUSAND, TWO"

TRANSPARENCY SET T5a
Transparency #2 of 5

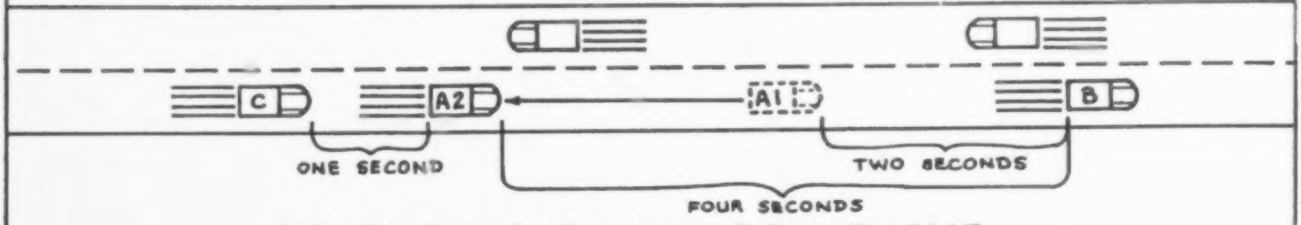
BEING FOLLOWED



BETWEEN A (YOU) & C:2 SECONDS PLUS
BETWEEN A (YOU) & B: 2 1/2 SECONDS
"I'M OK - THEY'RE OK"



A (YOU) SHOULD SPEED UP!



DOUBLE YOUR (A) FOLLOWING DISTANCE.
A1 = "FORMER POSITION
A2 = NEW POSITION BEHIND CAR B

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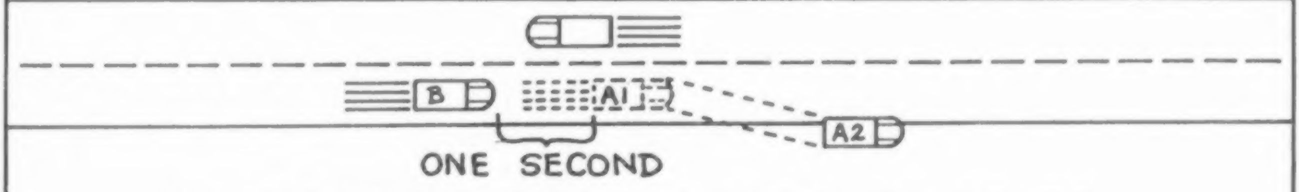
July, 1986

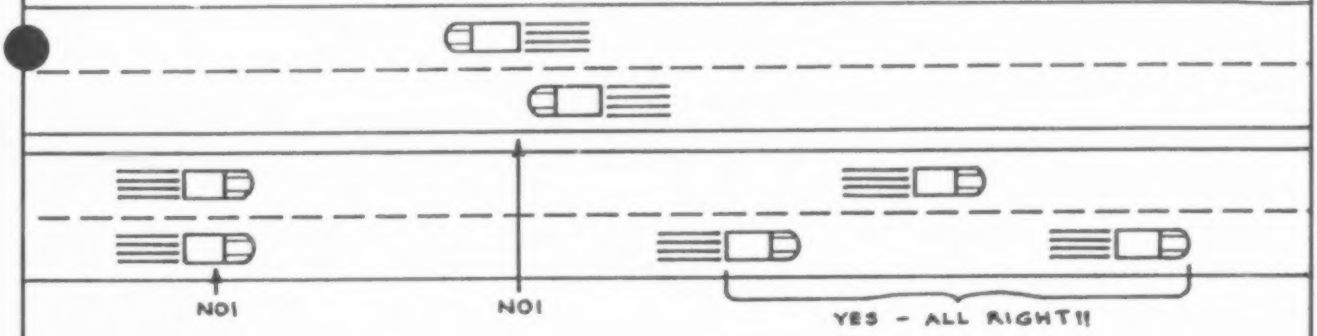
TRANSPARENCY SET T5a
Transparency #3 of 5

BEING FOLLOWED

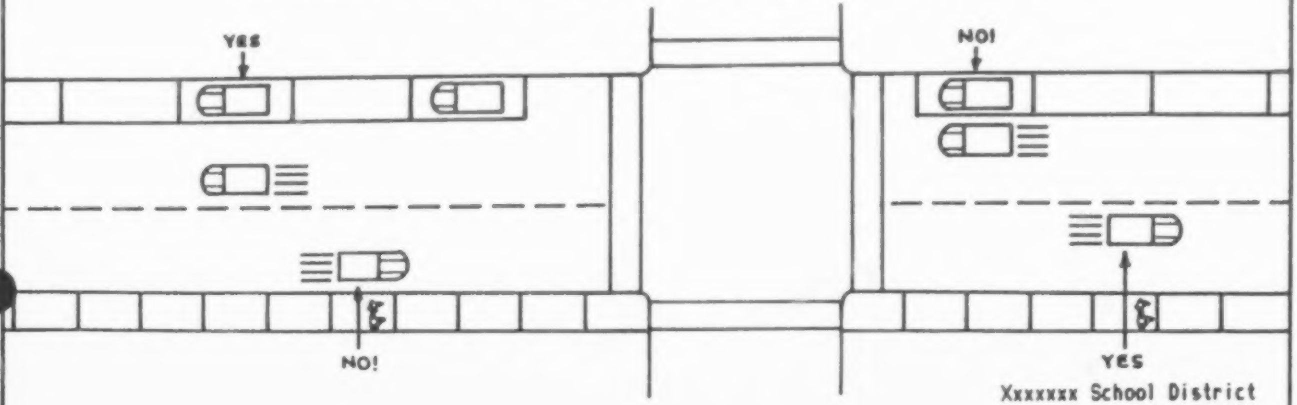


DO WHATEVER YOU (A) NEED TO DO TO GET B TO PASS – EVEN PULLING TO THE SIDE OF THE ROAD

TRAFFIC ALONGSIDE



SPACE FROM STATIONARY OBJECTS



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July, 1986

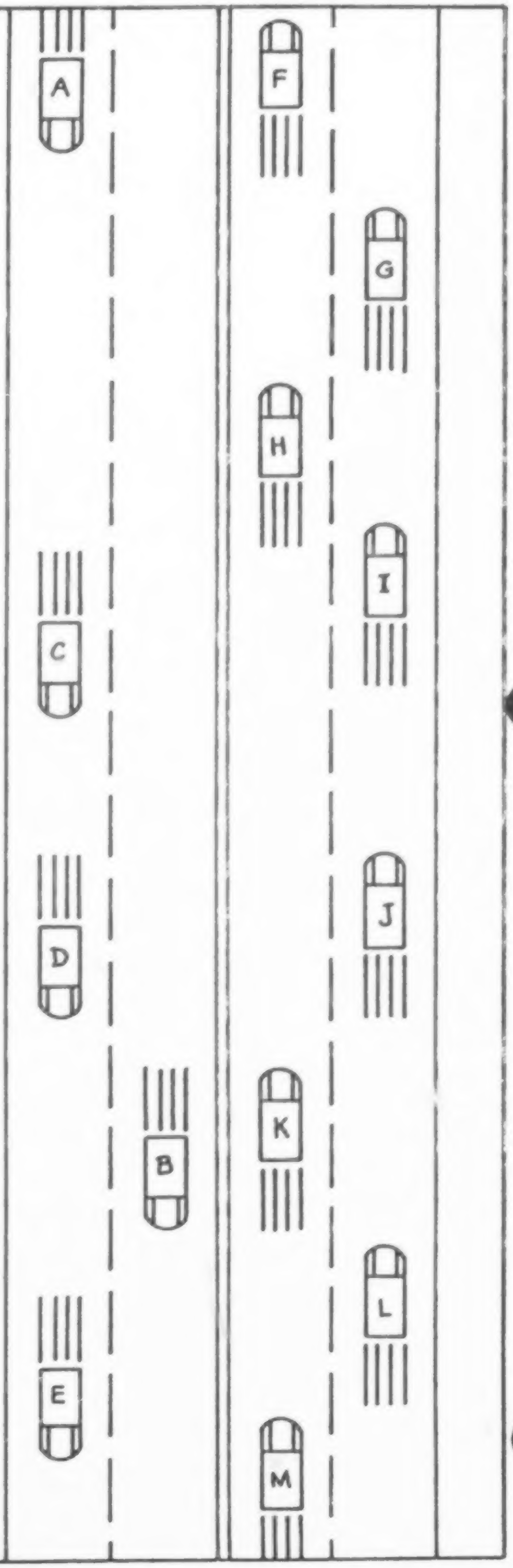
TRANSPARENCY SET T5a
Transparency #4 of 5

MODIFYING FOLLOWING DISTANCE FOR KIND OF TRAFFIC

FOLLOWING DISTANCE
OK FOR ALL BUT
PERHAPS ONE CAR.
WHAT ONE CAR?
--WHY?--
(ALL CARS SHOWN
FOLLOWING OTHERS
HAVE ABOUT
2 SECONDS EXCEPT
A, D, & K WHICH
HAVE 3 TO 4
SECONDS)

WHY IS 2 SECONDS
"BASICALLY OK" FOR
H, I, J, L, & M
BUT NOT "BASICALLY
OK" FOR C?

IT'S ALWAYS
IMPORTANT TO "LOOK
THROUGH" CARS
AHEAD - BUT
ESPECIALLY SO FOR
THE CARS IN HEAVY
TRAFFIC SUCH AS IS
SHOWN IN THE FAR
LANES TO THE
RIGHT.



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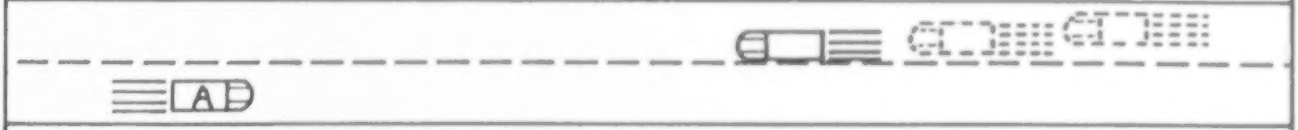
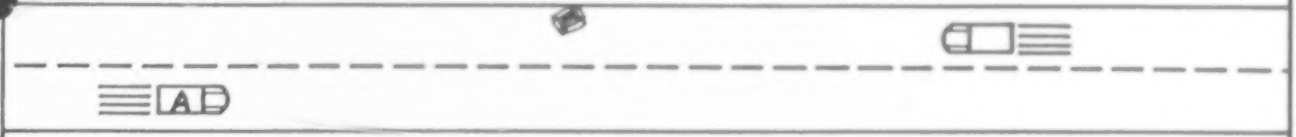
July, 1986

TRANSPARENCY SET T5a
Transparency #5 of 5

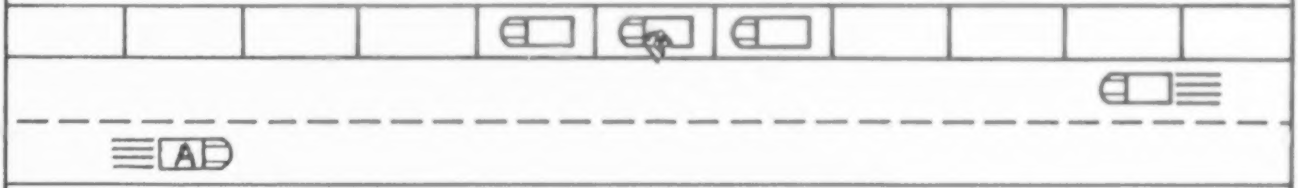
SOME CLUES TO ON-COMING TRAFFIC POSSIBLY COMING INTO YOUR LANE (YOU ARE ALWAYS IN CAR A)



ON-COMING CAR CLOSING ON CENTERLINE



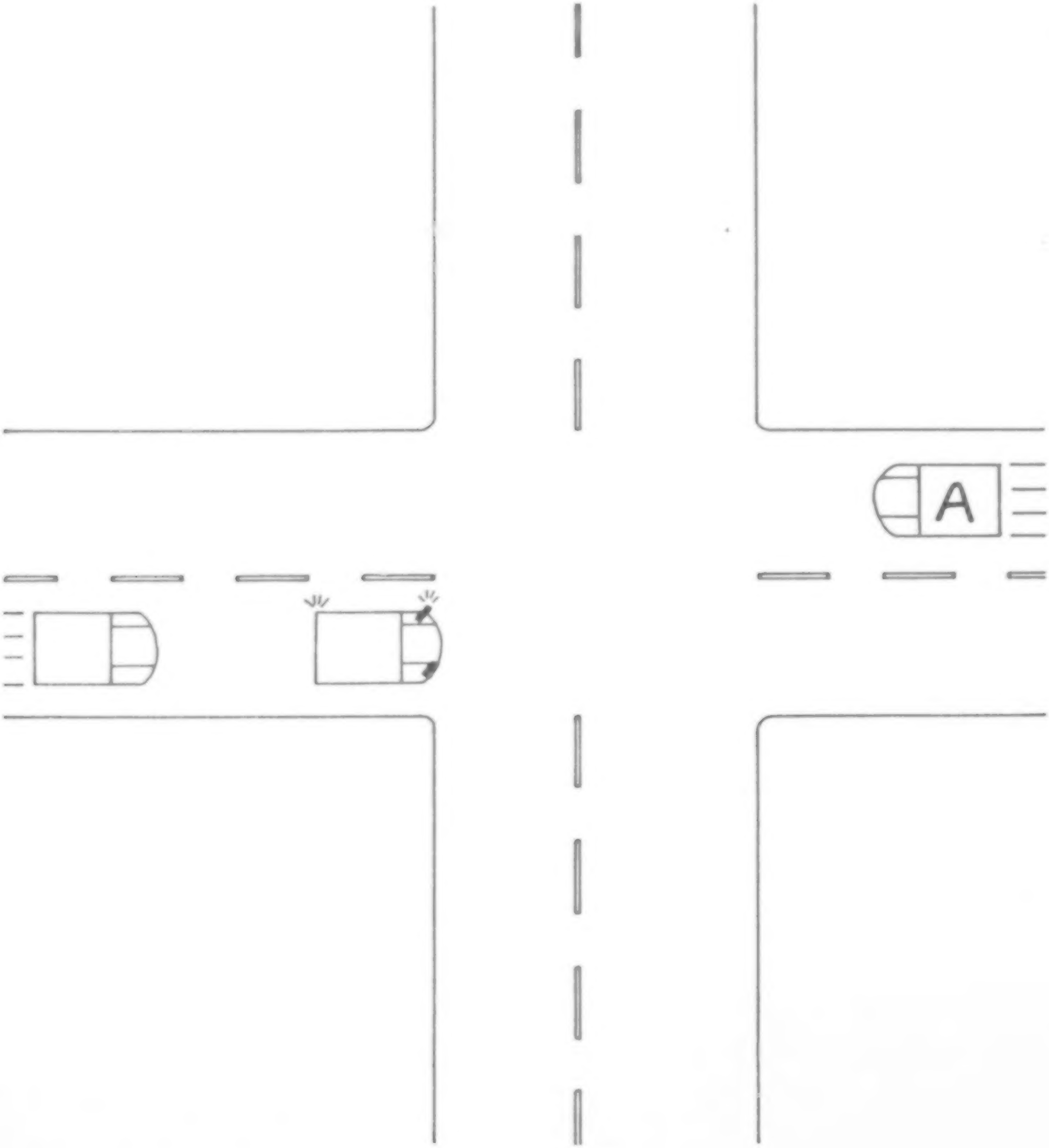
OBJECT IN LANE OF ON-COMING CAR



PARKED CARS ALONG LANE OF ON-COMING CAR - ESPECIALLY IF THERE ARE DRIVERS IN THEM

TRANSPARENCY SET T5b
Transparency #1 of 6

LEFT TURNING VEHICLE -- WHEELS TURNED LEFT AND VEHICLE BEHIND



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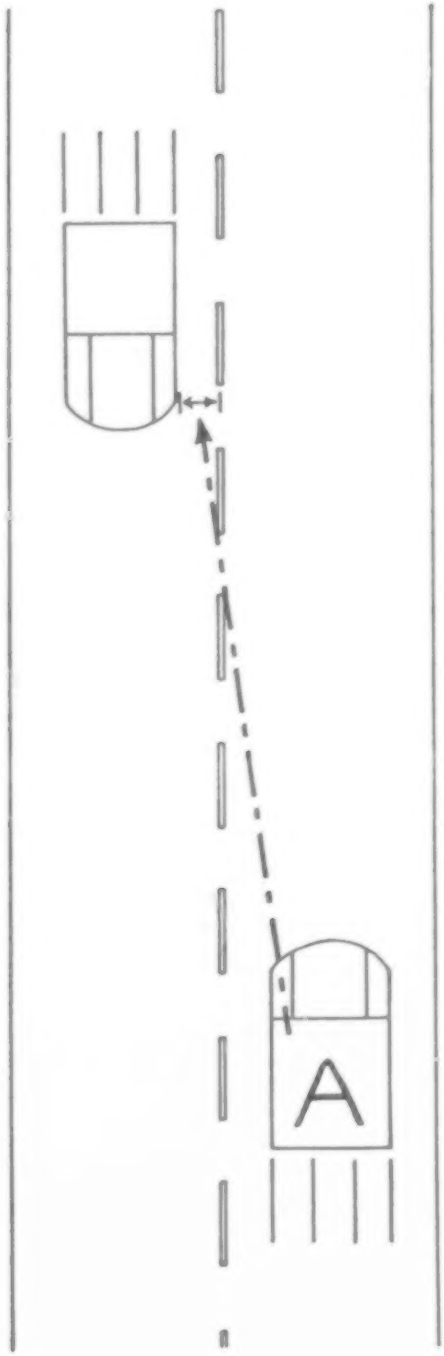
July, 1986

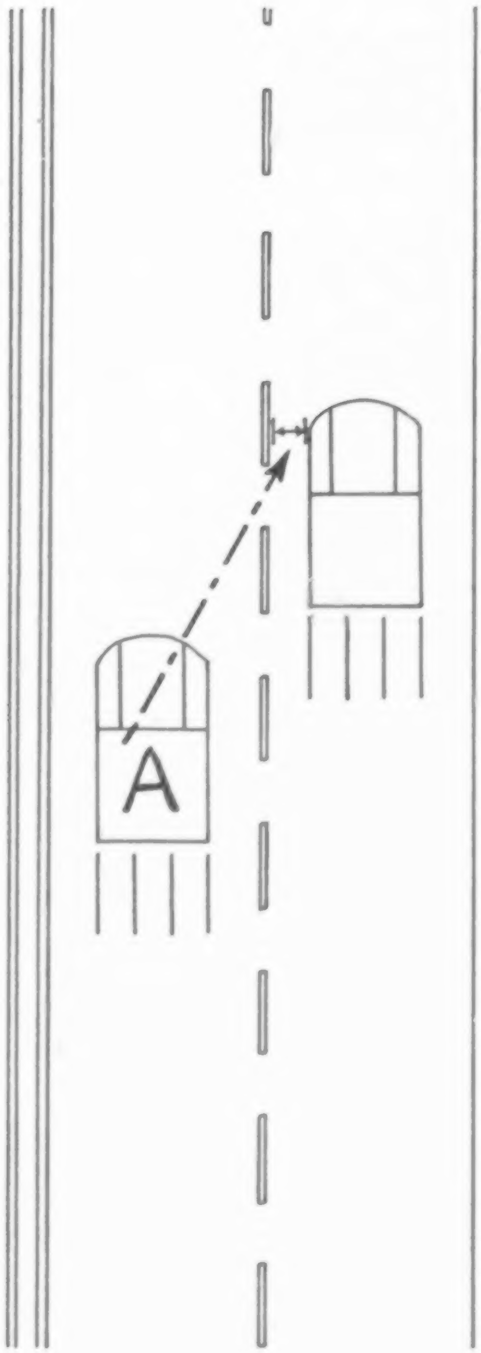
TRANSPARENCY SET T5b
Transparency #2 of 6

ONCOMING VEHICLE -- SPACE FROM CENTER LINE



TRANSPARENCY SET T5b
Transparency #3 of 6

PASSING -- SPACE FROM DIVIDER LINE



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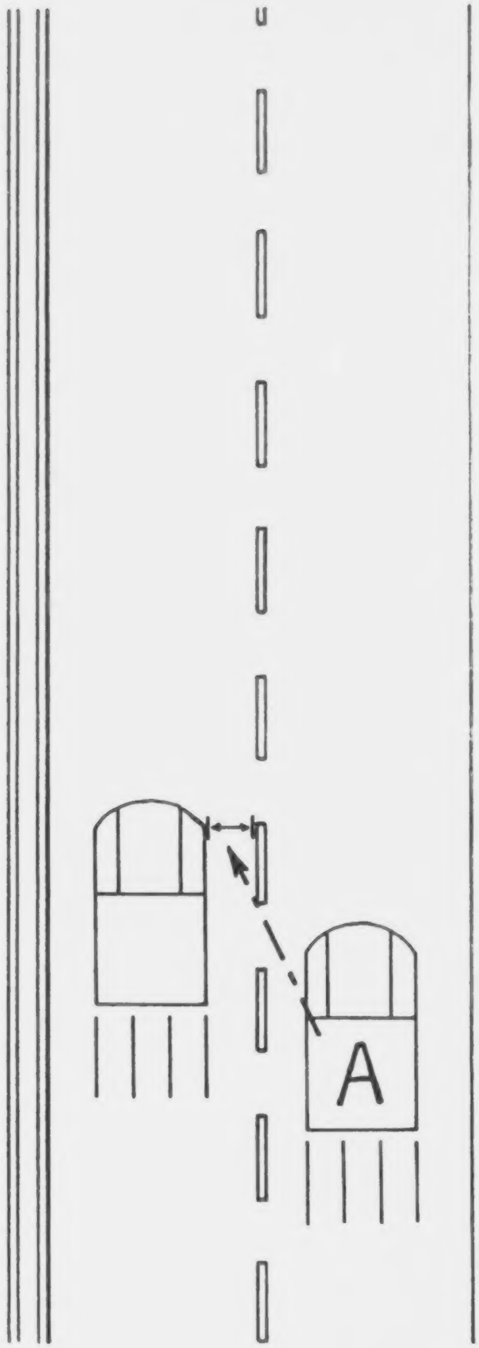
July, 1986

TRANSPARENCY SET T5b
Transparency #4 of 6

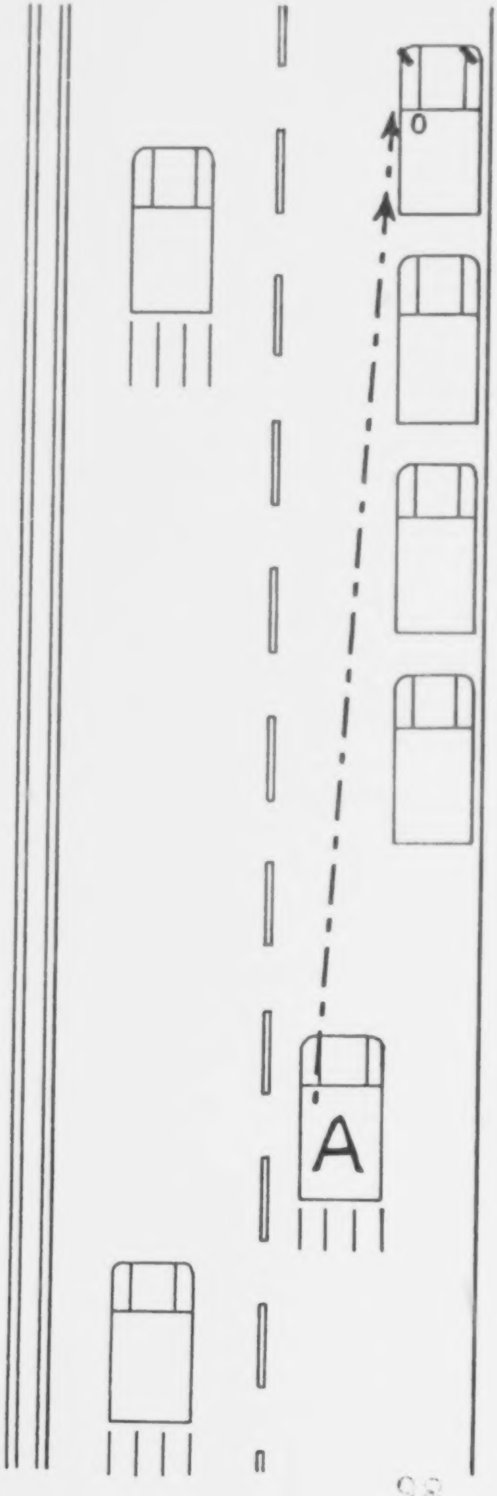
BEING PASSED -- SPACE FROM DIVIDER LINE



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T5b
Transparency #5 of 6

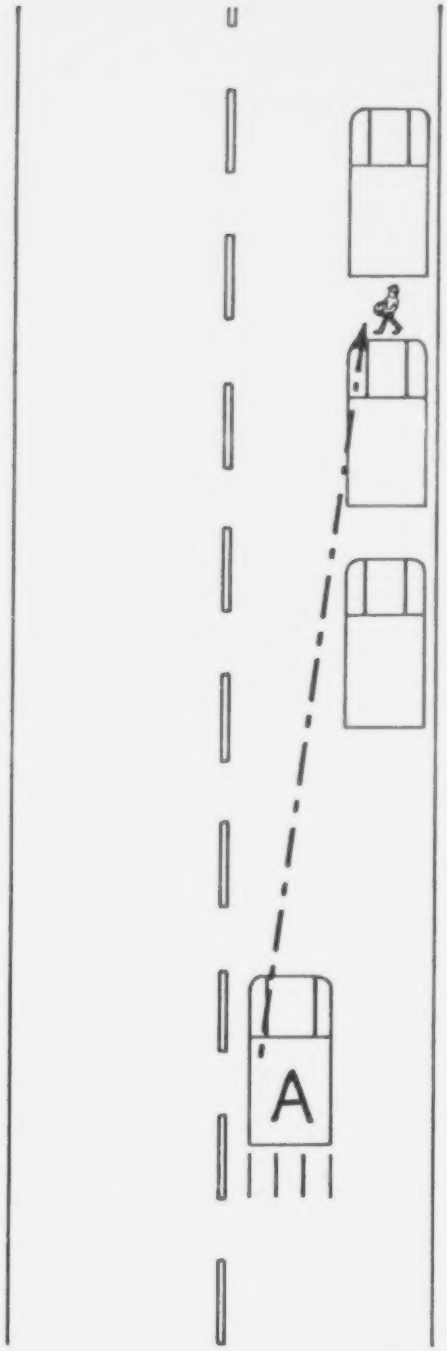
PARKED VEHICLES -- WHEELS TURNED LEFT, DRIVER BEHIND-THE-WHEEL



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T5b
Transparency #6 of 6

CHILDREN/PETS



Xxxxxxx School District
July, 1986

STUDY SHEET SS5a
(Page 1 of 2 pages)

ALL ABOUT FOLLOWING

Leaving too little room between cars sets the stage for a great number of accidents, namely the rear end collision. About 30% of city accidents are rear end collisions. Rear end accidents account for about 70% of all accidents that occurred on freeway crests and dips. Following too closely is cited as the cause of 45% of all rear end accidents. Though not the greatest contributor in all settings to deaths and injuries, the rear end collision does contribute substantially to the statistics of deaths and injuries (2,400 fatalities nationwide in a recent year), and also puts a big dent in the pocketbook of the hitter and the hit.

Oddly, rear end smashups are the easiest accidents to prevent. But there's a basic misunderstanding about how and why they happen. Rear ending is the direct result of drivers following so closely they can't stop or dodge in time -- even if they pay the closest attention and have the fastest reflexes. The following are some measures you can take to prevent rear end collisions.

STOP SUDDEN STOPS - Stopping is never as easy as it seems. It involves a lot of good judgment and the unbreakable laws of nature. It depends on many factors: car speed, driver alertness and reaction time, road surface and slope, weather, tires, brakes, and even car weight. Stopping requires fast, accurate decisions.

Yet, too many drivers take stopping for granted. They fail to realize there's always a time lapse between the moment they see danger and the time they react to it. Not only that, it takes another split second to apply the brakes and more time for the brakes to do their job, which varies according to car load, tires, and the road. Also often overlooked is the fact that as speed increases, brakes take longer to operate. When speed is doubled, four times as much braking distance is needed; if speed is tripled, nine times as much braking distance is needed.

ADJUST YOUR SPEED - Traveling too fast for conditions and rear end collisions are bumper-kissing cousins. The faster your speed, the less you see and the less time you have to react.

At 55 mph, you can effectively see little more than the width of the road, yet when a hazard suddenly looms up, you'll clip off 60 feet before you even touch the brake pedal. And, if you are following too closely, it is almost impossible to react soon enough when the car ahead has to react in an emergency.

AVOID GETTING TRAPPED - Try to stay at least two seconds behind. Allow more time the faster you go or whenever visibility and traction are reduced. If you are closer than two seconds at any speed, you're taking a senseless risk.

Drop back when following trucks and other vehicles which obstruct your vision. If the vehicle ahead prevents you from clearly seeing oncoming traffic, approaching intersections, or traffic signs -- you're following too closely.

Keep checking to see if someone is following YOU too closely. If so, slow down gradually, pull over to the right if you can, and allow him to pass.

Avoid sudden moves yourself. Unexpected and unsignaled turning or stopping maneuvers by you as well as the other driver can cause a smashup. Make your actions predictable and deliberate.

Keep pace with traffic. The too-fast driver is constantly overtaking and "hugging" other cars, while the too-slow driver forces impatient drivers to shorten following distance and pass at dangerous times.

Yield the right-of-way and drop back if someone cuts in front of you (even though it may frustrate you).

Study the road ahead for 12 seconds for potential hazards and plan emergency measures. Steer clear of "packs" or clusters of cars. They'll hem you in and eliminate any possible escape route.

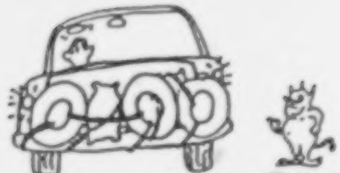
Slow down for vehicles ahead which give indications of turning, so you can keep your distance more easily and adjust to what's coming from behind. That way you reduce the risk of a panic stop or swerve into faster moving traffic in case the turning driver makes his move impulsively or other drivers in front of you fail to react properly.

Stopping takes longer when things are not normal. Therefore, you should increase your following distance:

WHEN your view is limited. You have to see danger to react to it and reduced visibility from darkness, weather, traffic, road, or even a dirty windshield can cut your perception time drastically.
WHEN you are going downhill. The pull of gravity increases, which adds to your momentum.
WHEN roads are rough or bumpy. Bouncing car wheels give unequal friction and braking.
WHEN you drive over deposits of loose gravel.
WHEN on icy pavement. It takes three to five times farther to stop as on dry pavement. At 32 degrees, when ice is slickest, it takes twice as long to stop as at zero degrees.
WHEN road dirt becomes an oily film in rain. It's worse after a light shower or at the onset of a heavy downpour -- before the dirt can be washed away.
WHEN asphalt roads "bleed" in hot weather. The oil rises to the surface and can create a slippery condition.
WHEN riding across raised pavement markings that adhere to the road surface. The smooth top of the markings reduces friction, especially when wet and when you may least expect it.
WHEN driving on seemingly clear roads in winter. Frost or patches of ice tend to settle in shady spots, at intersections surrounded by tall buildings or trees, on the north and west sides of hills, on bridge floors, around underpasses, and at the bottom of banked curves and crowned roads.
WHEN the road is wet, regardless of whether it's raining or snowing at the time. Temporary conditions such as standing pools of water and batches of wet leaves also make the road slippery.
WHEN driving at night or during weather conditions that adversely affect the driver's ability to see roadway and traffic conditions ahead. Vehicles may decelerate sharply during poor visibility. A greater following distance is required to allow a safety cushion for responding to sudden actions by the vehicle(s) ahead.
WHEN fatigued. This causes a person to respond to situations more slowly than when fresh. The longer the driver takes to react, the more distance is required to stop the car. To accommodate this poorer performance, the driver allows a greater headway from the vehicle in front. (Note: Drivers should generally not be operating a vehicle when fatigued; but recognizes that a driver is more fatigued when driving home after work than when driving to work before a shift or more fatigued near the end of a trip than at the start.)

STUDY SHEET SS5b
(Page 1 of 2 pages)

HOW TO HANDLE TAILGATORS



WOULD YOU TIE PILLOWS OR INNER TUBES TO YOUR REAR BUMPER?

WOULD YOU INSTALL A CANNON IN YOUR TRUNK?

WOULD YOU DRIVE A WAR SURPLUS TANK?

BACK OFF YOU IDIOT!

WOULD YOU INSTALL ELECTRICAL SIGNS ON TOP OF YOUR CAR?

WOULD YOU PUT A "SMART" BUMPER STICKER ON YOUR REAR BUMPER?

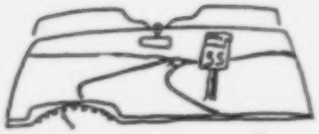
WOULD YOU SLAM ON YOUR BRAKES?

IF HE HITS YOU IT'S HIS FAULT! WHAT IF YOU END UP IN THE HOSPITAL OR THE MORGUE?

(Over for MORE!)

STUDY SHEET SS5b
(Page 2 of 2 pages)

WE HOPE NOT! YOU SHOULD...

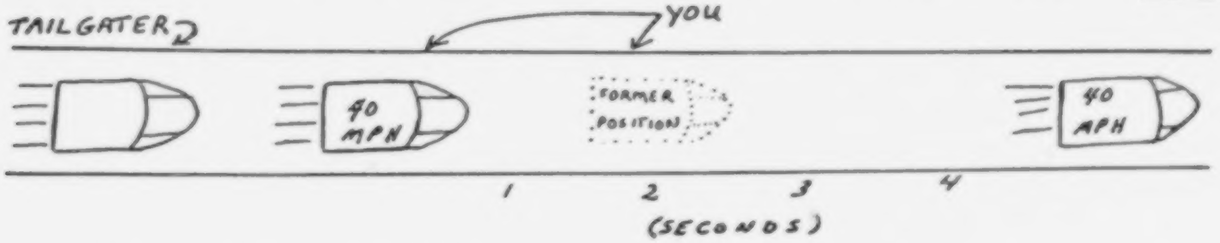


CHECK YOUR SPEED...

INCREASE SPEED -
AT LEAST TO THE SPEED LIMIT!

LANE CHANGE, IF YOU CAN.
PULL OFF THE ROAD, IF NECESSARY.
DO EVERYTHING YOU CAN TO GET HIM TO PASS

DOUBLE THE SPACE CUSHION IN FRONT OF YOUR VEHICLE WHY?



BY MOVING BACK + DOUBLING YOUR SPACE CUSHION, IT ALLOWS YOU TO COME TO A SLOW GRADUAL STOP IF NECESSARY + FORCES THE TAILGATER TO DO LIKEWISE. YOU HAVE COMPENSATED FOR HIS LACK OF SPACE CUSHION TO YOUR REAR.

"KEEP YOUR COOL"
THE LIFE AND VEHICLE YOU SAVE WILL BE YOUR OWN!

STUDY SHEET (SS5c)

(One page only)

GROUND VIEWING HABIT

When reading the traffic scene you should try to observe the ground around objects when scanning. Looking at the ground beside a moving vehicle can help you judge its speed or change in speed, and it can tell you whether the other driver is maintaining good lane position or is about to change direction. Look at moving objects in relation to fixed objects to better judge speed and distance.

It is also necessary to read the road surface for markings, obstacles, or other unusual conditions. A shadow on the roadway can be a clue to a slick spot on the pavement or a car ahead of a truck you wish to pass or a small parked vehicle hidden by a large vehicle behind. Particularly in residential areas, get in the habit of observing the ground underneath parked cars for clues to children or pets.

The front wheels of stopped or parked vehicles give an early warning of the direction of travel before movement actually starts. As the vehicle begins to move, the effect of turning the steering wheel is quite evident.

When in motion an oncoming vehicle's front wheels help you to detect when it first turns out of line or becomes unstable in its lane. The GROUND VIEWING HABIT is particularly valuable in the detection of inattentive, drunk, or otherwise dangerous drivers of other vehicles. When vehicles are approaching, when passing , or being passed, you can notice that the space between the other vehicle's front tire and the lane indicator is growing larger or smaller. If the space is growing larger with an approaching vehicle, the danger is that the driver may suddenly find himself straddling an abrupt road edge; in his attempt to rapidly recover the driver will often jerk his steering wheel and swerve directly into your path. If the space is growing smaller watch for the head-on collision! Extreme caution is advised.

USE GROUND VIEWING HABIT TO:

1. Detect changes in direction.
2. Judge speed of other vehicles.
3. Check for pedestrians and animals between/under parked vehicles.

The true value of this concept is that a driver becomes AWARE of closing probabilities, and can defend against potential collisions. Quick, frequent eye movement is mandatory in mastering the ground-viewing-habit.

The GROUND VIEWING HABIT is frequently referred to as "wheel-to-ground". Look for either the turned front wheels or the space next to a front wheel to predict movement of another vehicle into your path. During commentary driving refer to an approaching vehicle as "approaching vehicle, wheel-to-ground", or " parked vehicle, wheel-to-ground", etc.

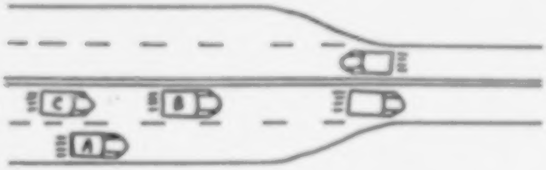
WORKSHEET (W5a)

(Page 1 of 2 pages)

Name________________________________ Date____________

TRAFFIC FLOW DECISIONS

Directions: Write your answers for each situation in the spaces provided. You are always the driver of vehicle A. You should realize that when you are asked for what action you might take, some alternatives might not be desirable. An example of how to answer the questions is given for Situation #1.



SITUATION #1: Roadway Narrows

1. What actions might you as driver A take? (Point out at least 2 alternatives.)

- I could possibly fill a gap ahead of Car B if speed/space dictated.
- I could slow down and lane change behind Car C.

2. What action should you take (and we hope, would you take)?

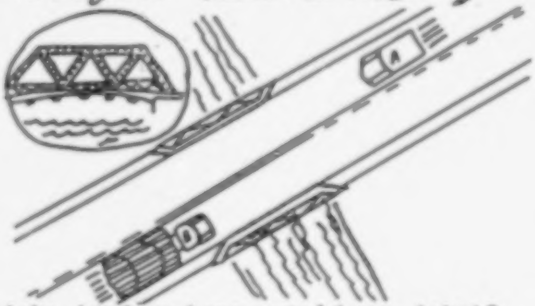
I woned slow down and lane change behind Car C and then resume speed.

3. How could driver A have avoided getting into this situation?

I should have observed the road narrowing - and the signs - then changed lanes before the end of the four-lane road.

SITUATION #2: Narrow Bridge and Truck

1. What actions might you as driver A take? (Point out at least 2 alternatives.)

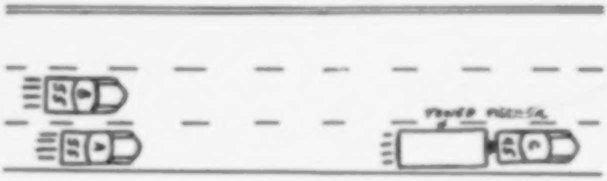


2. If you are driver A, what action should you take (and we hope, would you take)?

3. How could you avoid getting into the situation that is developing should both Car A and Truck B keep traveling at the same speed?

SITUATION #3: Fast Traffic/Slower Vehicle

1. What actions might you as driver A take? (Point out at least 2 alternatives.)

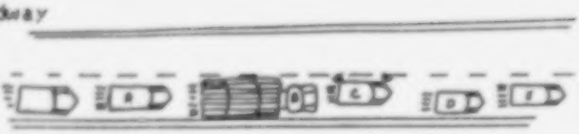


2. What action should you take (and we hope, would you take)?

3. How could driver A have avoided getting into this situation?

WORKSHEET W5a
(Page 2 of 2 pages)

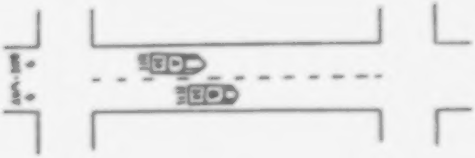
SITUATION #4: String of Cars on Two Lane Roadway
1. What actions might you as driver A take?
(Point out at least 2 alternatives.)



2. What action should you take (and we hope, would you take)?

3. How could you have avoided getting into this situation?

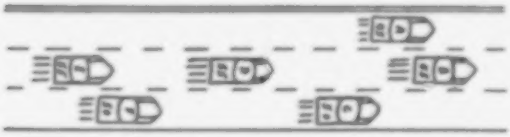
SITUATION #5: Traveling in Blind Spot.
1. What actions might you as driver A take?
(Point out at least 2 alternatives.)



2. If you are driver A, what action should you take (and we hope, would you take)?

3. How could driver A have avoided getting into this situation?

SITUATION #6: Slow Vehicle - Inside Lane
1. What actions might you as driver A take?
(Point out at least 2 alternatives.)



2. If you are driver A, what action should you take (and we hope, would you take)?

3. How could driver A have avoided getting into this situation?

WORKSHEET W5b
(Page 1 of 2 pages)

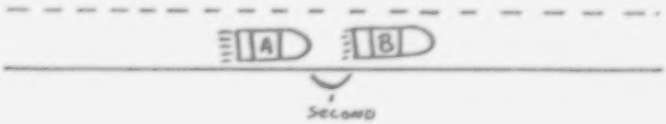
Name__________________________________ Date________________

FOLLOWING AND BEING FOLLOWED

Directions: For each diagram, identify the problem and how you would correct each problem. You are always the driver of car A. An example of how to answer the questions is given in #1. Note that the correction to any problem here is not simply "Slow down."

1. A. What is the problem in the diagram to the right?

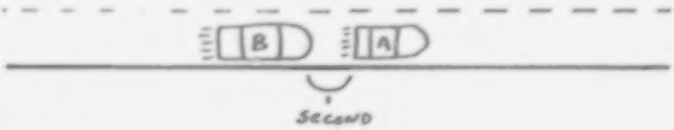
I am following too closely behind Car B.



B. How would you correct this problem to make your position safer?

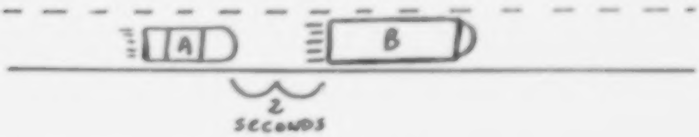
I would increase my following distance to at least 2 seconds, and more if traffic allows it or it is necessary because of conditions.

2. A. What is the problem in the diagram to the right?



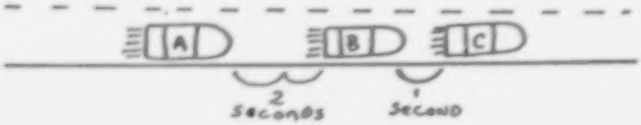
B. How would you correct this problem to make your position safer?

3. A. What is the problem in the diagram to the right?



B. How would you correct this problem to make your position safer?

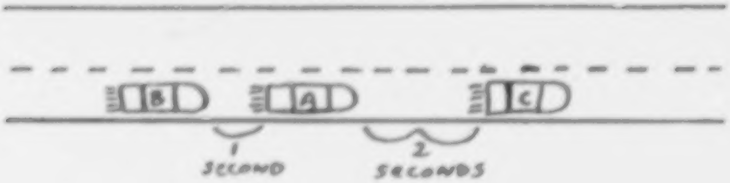
4. A. What is the problem in the diagram to the right?



B. How would you correct your position to make your position safer?

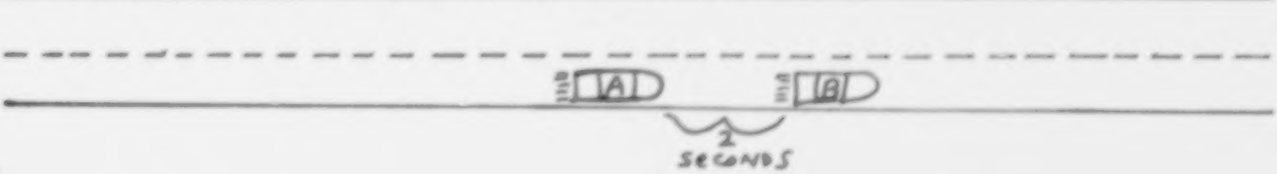
WORKSHEET W5b
(Page 2of 2 pages)

5. A. What is the problem in the diagram to the right?



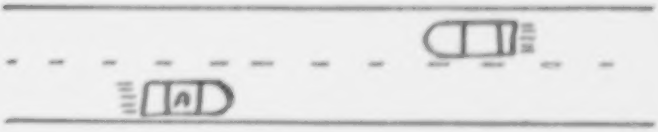
B. How would you correct this problem to make your position safer?

6. A. What is the problem in the diagram below?



B. How would you correct your problem to make your position safer? Why?

7. What are at least three things you should be checking for when meeting an on-coming car as in the diagram to the right?



A.

B.

C.

WORKSHEET (W5c)

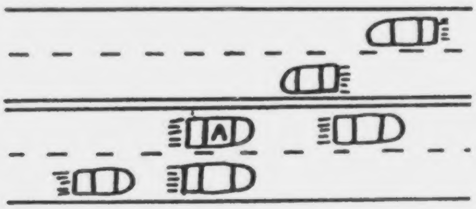
(One page only)

Name________________________________ Date____________

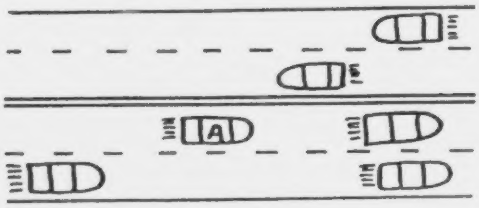
SPACE ALONGSIDE

Directions: Write your answers for the following in the spaces provided. You are always the driver of vehicle A.

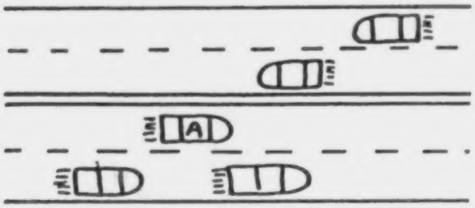
1. Put an X on the line below the diagram in which you as driver A have the safest space cushion.



(a)____



(b)____



(c)____

Explain why you chose this diagram.

2. Explain how you could create a safer space cushion for yourself in the other two diagrams.

Letter____ Explanation:

Letter____ Explanation:

Xxxxxxx School District
July, 1986

(One page only)

Module 6: LANE CHANGES

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 75% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS FOR LANE CHANGES: Lane change procedures, Reasons for lane changes, Blind spots, Gap selection while changing lanes, Anticipating and aiding others' lane changes.

IN THE TSE CAR WHILE DRIVING IN MODERATE TO HEAVY TRAFFIC, THE STUDENT WILL DEMONSTRATE CORRECT PROCEDURES AS OUTLINED IN "Xxxxxxx SCHOOL DISTRICT DRIVING TASK PROCEDURES AND CRITERIA" AT LEAST TWO OUT OF THREE TIMES FOR LANE CHANGES BOTH TO THE RIGHT AND TO THE LEFT WITHOUT CUES FROM THE INSTRUCTOR.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. Participate in a teacher-led discussion using Study Sheet SS6a and overhead Transparency Set T6a. (July, 1986) (To be scheduled when the majority of the class is about to begin the Behind-the-Wheel lesson that includes lane changes.) (35 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 205-206; Drive Right for Safety and Savings, pp. 55, 128-130; Drive Right, a Responsible Approach, 59, 80, 160-1, 209-10; Tomorrow's Drivers, Eighth Edition, pp. 44, 146; or Sportsmanlike Driving, Eighth Edition, pp. 58-59.
2. Complete the JAG Software computer program, "Driving Procedure Quizzes," either directly on the computer or on the quiz sheets provided by the teacher for "Lane Changing.
3. Complete the JAG Software computer program, "Lane Changing."
4. Read Study Sheet SS6a. (July, 1986)
5. Read Study Sheet SS6b. (July, 1986)
6. Complete Worksheet W6a. (July, 1986)
7. Complete Worksheet W6b. (July, 1986)
8. During Behind-the-Wheel lessons in the TSE car, practice application of procedures and processes for lane changes as directed by the teacher.
9. After successfully passing the Behind-the-Wheel lesson including lane changes, practice application of procedures and processes for lane changes with parents or other qualified licensed persons.

EVALUATION

To pass Module 6 requires:

1. Successful completion of Evaluation E6 using Xxxxxxx School District computer generated tests.
2. Successful completion of the Behind-the-Wheel evaluation of lane changes.

TEACHER-LED DISCUSSIONS (Module 6)

(One page only)

USING SS6a AND T6a

FOR SS6a:

1. For page 1, discuss that lane changes should be made only when needed or when there is a reason. Ask if they understand those given and if they could think of any others.
2. Cover the steps for scanning and lane changing as noted on page 2.
3. Discuss the reason and adjustment needed for each of the items on page 3 and the corresponding one on page 4.

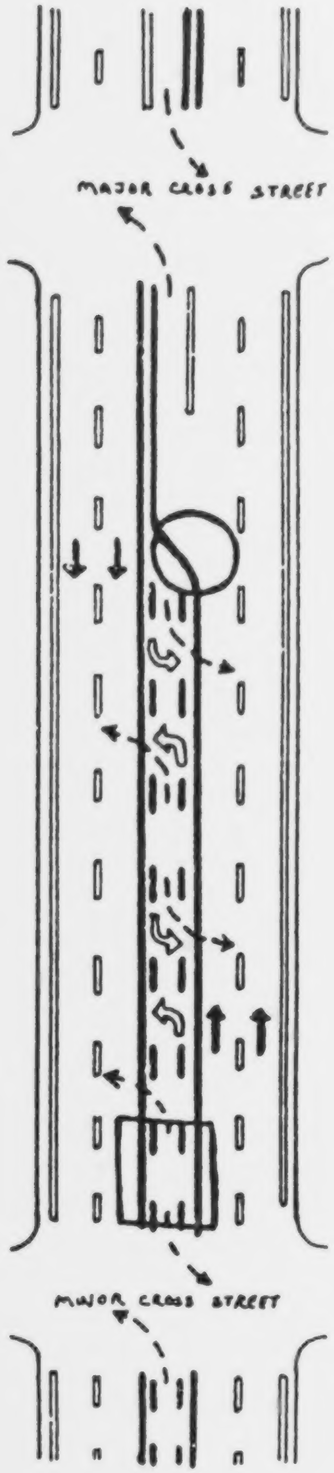
FOR T6a:

1. Using Study Sheet SS6b, "walk" them through the steps in the first two sections by pointing out on the transparency "where" each step would "happen."
2. Point out the possible conflict in the circle - as noted by the two paragraphs immediately following the letter B) in the 2nd section.
3. Cover right of way if 2 cars wish to enter from opposite directions. - generally the vehicle which enters the turning lane first has the right of way.
4. Note that continued traveling in the center lane is prohibited and that 300-400 feet is about maximum to travel in a center turn lane.
5. Note how the center turn lane can be used to enter a busy street to the left from an alleyway or driveway. (See last paragraph on page 1 of SS6b.)
6. Note precaution in next paragraph on page 2 and b. under the illustration in SS6b regarding entering the turn lane from cross streets as marked by the square on the illustration.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T6a
One Transparency Only

USE OF THE CENTER TURN LANE



Xxxxxxx School District
July, 1986

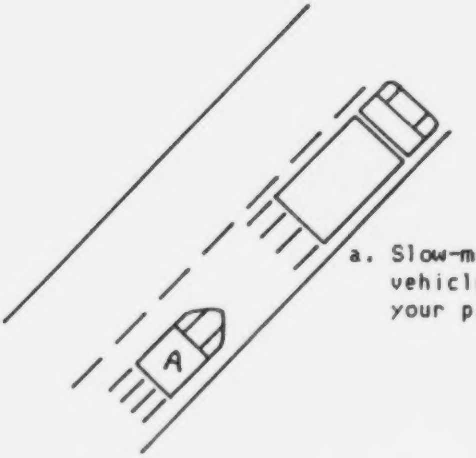
STUDY SHEET SS6a

(Page 1 of 4 pages)

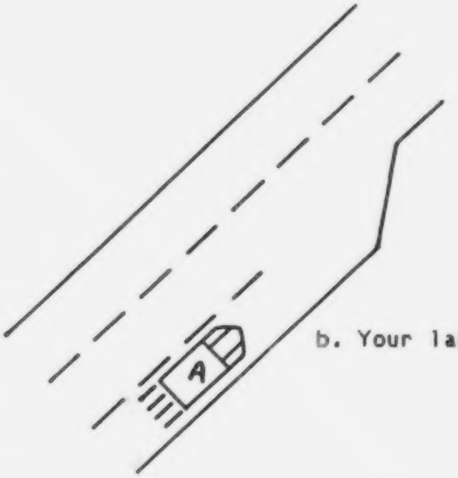
THE MENTAL PROFILE OF A LANE CHANGE

When preparing to lane change, the first step should be to ask, "Do I need to change lanes?", or, "Is there a reason for this lane change?"

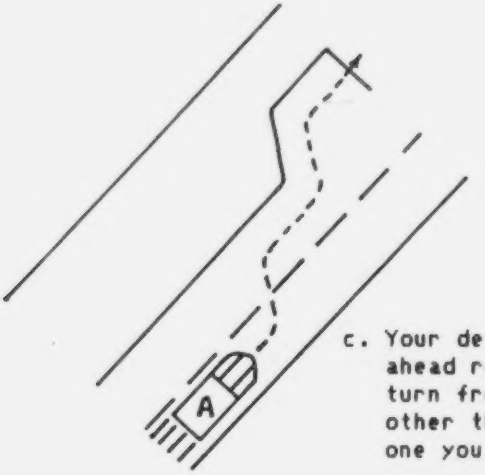
The following illustrations offer some good reasons for changing lanes (you are always in car A):



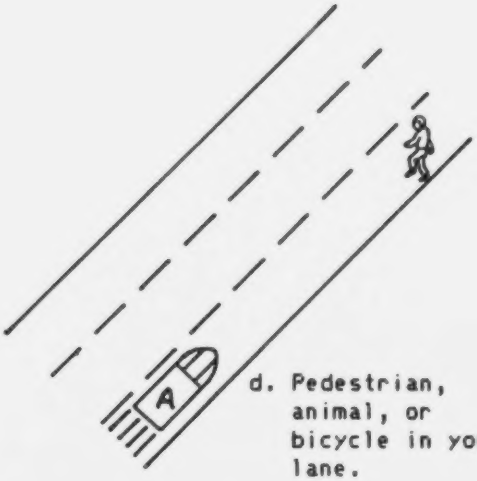
a. Slow-moving vehicle blocking your path.



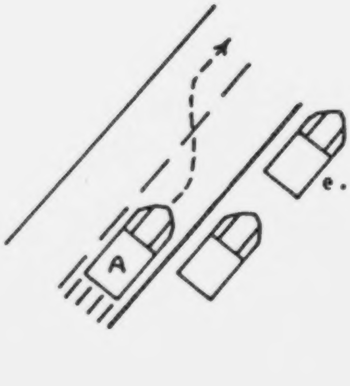
b. Your lane ends.



c. Your destination ahead requires a turn from a lane other than the one you are in.



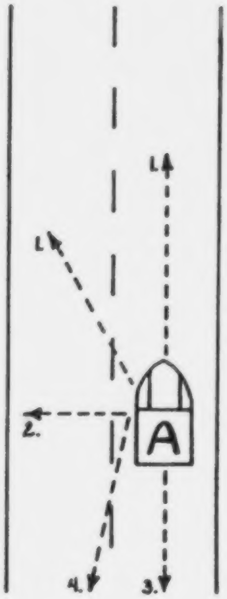
d. Pedestrian, animal, or bicycle in your lane.



e. To minimize hazards.

STUDY SHEET SS6a
(Page 2 of 4 pages)

Once you have determined the lane change is needed, the second step is to make sure it is clear to change lanes:



1. Check ahead.

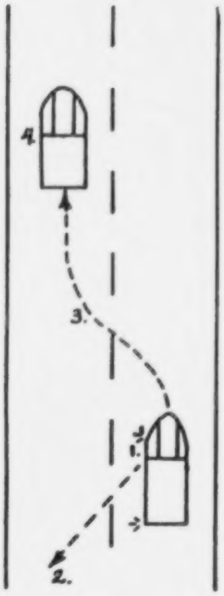
2. Check to the side of the car.

3. Check rear view mirror.

4. Check side mirror.

(You should note that if the lane change were to be made to the right, the checks would be to the right.)

Once you have determined that the next lane is clear using the vision checks noted above, you are ready for the next four steps to complete the lane change:



1. Signal.

2. Check the blind spot with a head check.

3. Move quickly and smoothly into the next lane.

4. Cancel the signal and center your car in the new lane.

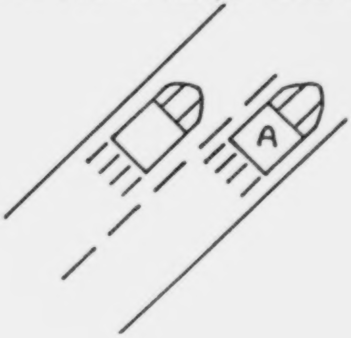
On the following two pages, read and study what may cause a delay in lane changing - or require needed adjustment.

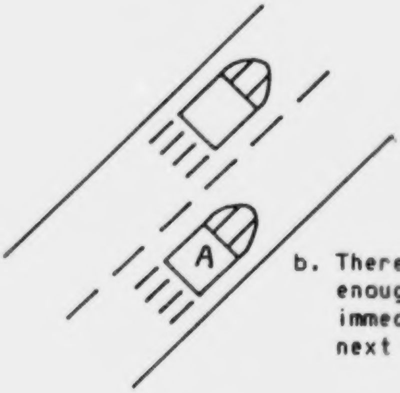
STUDY SHEET SS6a

(Page 3 of 4 pages)

The following are some conditions which might be discovered when making the vision checks, that would cause a need for postponing the lane change or making adjustments before the lane change is made:

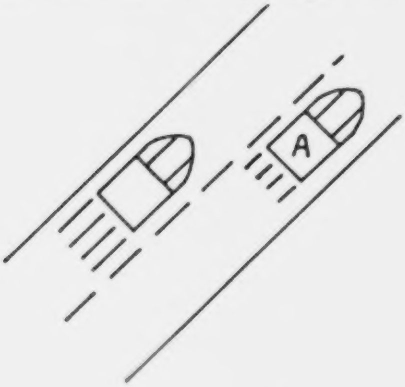
a. Is your blindspot clear?

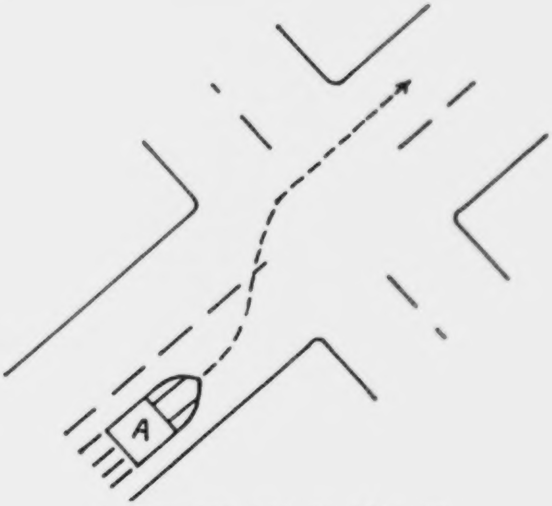




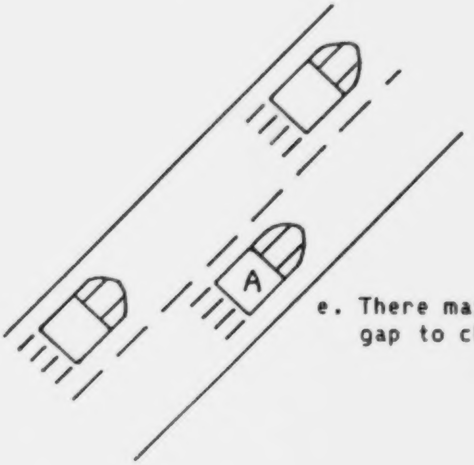
b. There may not be enough space immediately in the next lane.

c. A vehicle in the next lane may be approaching at a speed greater than yours.





d. You may not be able to complete your lane change before entering an intersection.



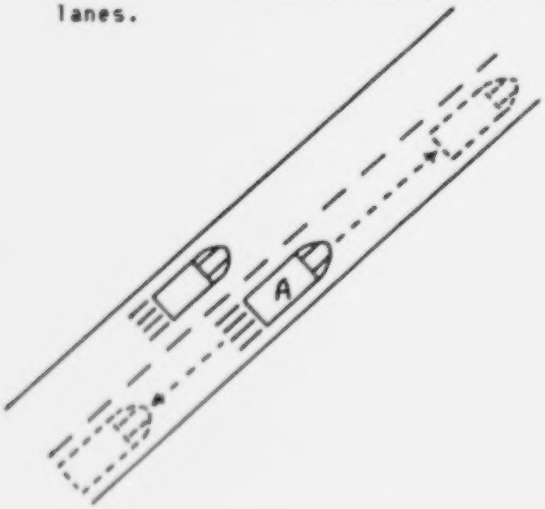
e. There may not be a big enough gap to change between vehicles.

STUDY SHEET SS6a

(Page 4 of 4 pages)

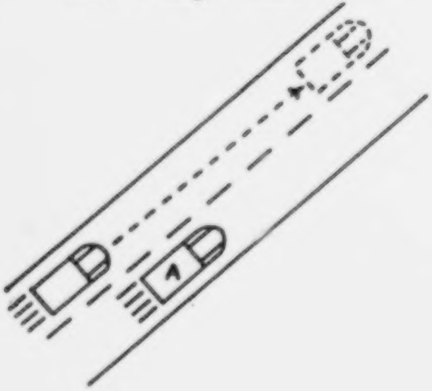
The following are the adjustments for the situations stated on page 3:

For a. Speed up or slow down until you have a safe following distance for either yourself or the other car and then change lanes.

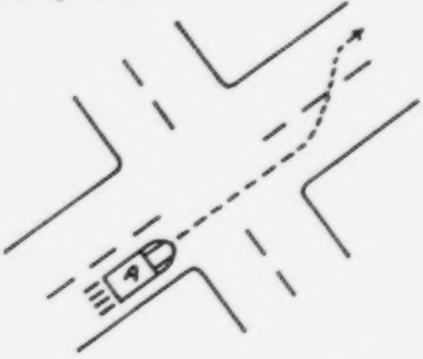


For b. Basically the same as for a. Traffic, circumstances, and your position usually determine which alternative you choose.

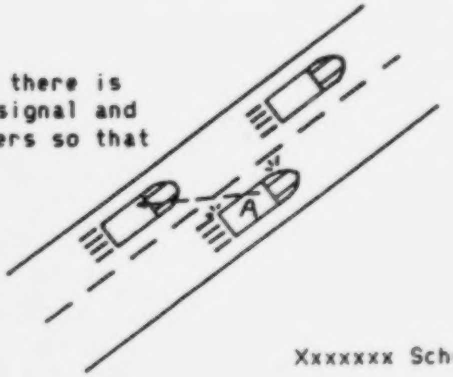
For c. Wait until the vehicle passes and then change lanes.



For d. Drive through the intersection and then change lanes.



For e. If the lane change is necessary and there is not enough space, turn on the turn signal and get eye contact with the other drivers so that they can "make" space for you.



Xxxxxxx School District
July, 1986

STUDY SHEET SS6b

(Page 1 of 2 pages)

USE OF THE CENTER TURN LANE

There are several points you need to know for understanding the proper usage of the center turn lane.

ENTRY TO THE TURNING LANE

Preparation should begin well in advance of entry. Drivers will look ahead to anticipated point of turn to establish the point of entry. The point of entry is not specified, or even suggested by the statutes governing use of this lane in most state motor vehicle laws. Use as a rule of thumb, the 100 ft. turn signal distance. Of course, the signaling of the intention to change lanes should occur a reasonable distance prior to the lane change. Again, 100 ft. is the suggested distance but not always practical. Stepwise, preparation and entry to the center lane is as follows:

1) Look ahead to point of turn.
2) Identify entry point into lane.
3) Check rearview and side mirror.
4) Signal intention to change lanes.
5) Check blind spot to assure clear entry to turn lane.
6) Slow slightly to safely enter turn lane.
7) Check ahead in turn lane and oncoming lane to assure other traffic has not entered or is about to enter the center lane from the opposite direction.
8) Enter lane at previously determined point.
9) Slow prior to beginning turn or stop until oncoming traffic clears from point of turn, maintaining left turn signal.

COMPLETING LEFT TURN FROM CENTER LANE

A) Using the I.P.D.E. system,
   1) Identify possible conflicts both rearward and forward.
   2) Predict opening for completion of turn.
   3) Decide upon continuation of turn or stopping to wait for clearance of oncoming lanes.
   4) Execute the turn or stop as required.
B) If a stop is necessary, keep signal on, wheels pointed straight ahead in lane (to prevent being pushed across lane if struck from behind) until traffic clears enough to permit turn.

Another point to consider concerning center turn lanes is the point at which the center lane for left turns becomes a left turn bay for a major intersection. (See the circled area of the illustration on page 2.)

The proper entry point for the turning bay is at the end of the markings for the turning lane. A possible hazard exists at this point. Drivers will occasionally enter the center turn lane well in advance of the turn bay, although the turn bay is their objective. Students should be instructed to check the center lane for clear entry into the turn bay. Many people will take for granted right-of-way to the turn bay, and enter without checking the center lane in which another driver may be overtaking them from the left rear. Should an accident occur in this manner, the driver in the center lane would be in violation, as that driver would be using the center turn lane improperly.

In the case of vehicles traveling in opposite directions, generally the vehicle which enters the turning lane first controls the right-of-way to that lane.

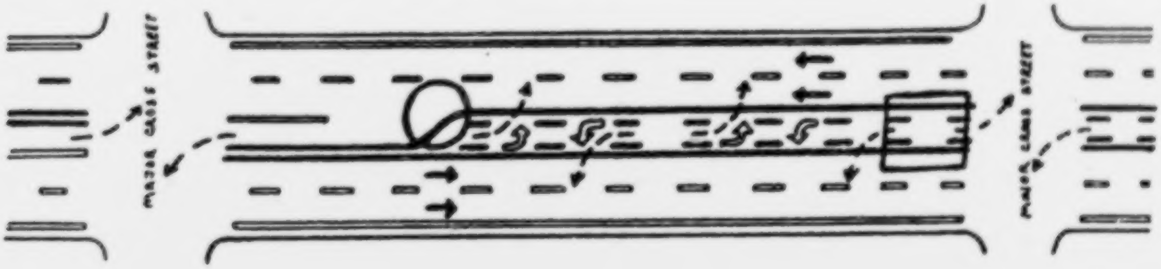
It is recommended that judgment about the point of entry can be based upon traffic flow speed and density, with 300 to 400 ft. suggested as the maximum allowable traveling distance within the center lane.

Now allowed by the statutes concerning the center lane in Washington, drivers entering a congested through street from alleys or driveways of parking lots will turn left into the turning lane during a break in oncoming left traffic in order to prepare for completing the turn when a break in oncoming right traffic occurs. In many areas

STUDY SHEET SS6b

this may be the only way to complete a left turn onto a major street. Extreme care must be taken that no vehicles on the through street are intending to enter the center turn lane at that point. It is suggested that a right turn could be a more prudent maneuver. The driver could then proceed to a controlled intersection, make a left turn and go around a block to make a right turn in the desired direction.

Entry into the center turn lane directly from sidestreets should be avoided. See the area marked by the square in the illustration.



a. The circled area indicates potential collision area of driver entering turn bay properly with a vehicle approaching turn bay improperly from the center turn lane.
b. The area in the square shows where an auto would be when using the center turn lane improperly as a holding zone for approaching right traffic to clear prior to completion of a left turn from a cross street.

WORKSHEET W6a

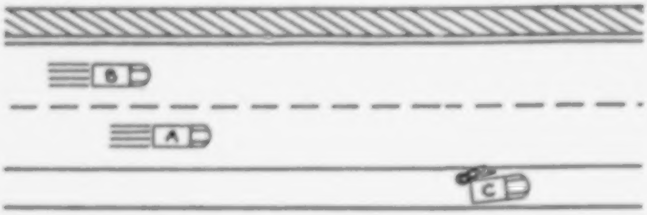
(Page 1 of 2 pages)

Name____ Date________________

LANE CHANGING: REASONS, ADVERSE CONDITIONS, ADJUSTMENTS

For the following four lane change situations, (a) identify the reasons for making a lane change, (b) identify conditions that would make the lane change unsafe without driving adjustments, and (c) list adjustment(s) needed to make a safe lane change. You are always the driver of car A. An example of how to answer the questions is given in Situation #1.

SITUATION #1: Flat tire being changed on shoulder of four lane roadway.



a. Reasons to change.

Because of reduced space due to "C" changing his tire.

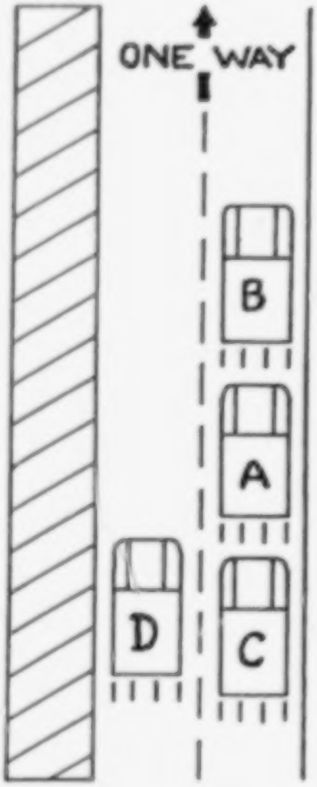
b. Unsafe without adjustment.

If "B" maintains his speed "A" would not be able to change lanes.

c. Adjustments needed

"A" should reduce speed and lane change behind "B" or "B" should reduce speed to allow "A" to lane change in front of "B".

SITUATION #2: Caught in a pack of cars.



a. Reasons to change.

b. Unsafe without adjustment.

c. Adjustments needed.

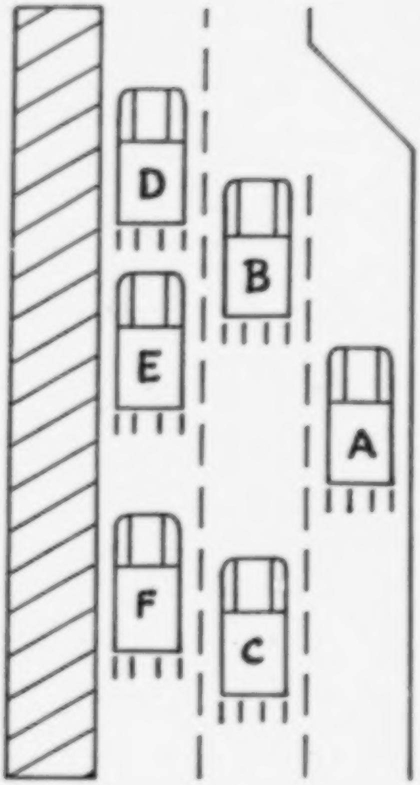
WORKSHEET W6a
(Page 2 of 2 pages)

SITUATION #3: Three lanes narrowing into two lanes.

a. Reasons to change.

b. Unsafe without adjustment.

c. Adjustments needed.

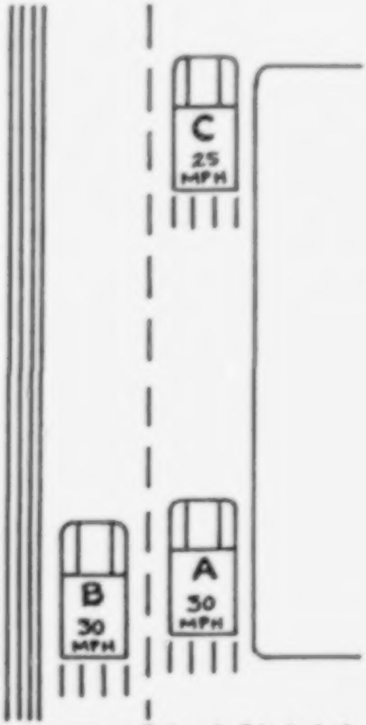


SITUATION #4: Slower vehicle ahead.

a. Reasons to change.

b. Unsafe without adjustment.

c. Adjustments needed.



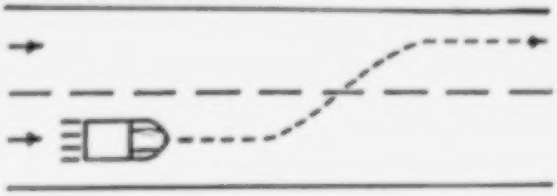
WORKSHEET W6b

(Page 1 of 2 pages)

Name____________________________________ Date__________________

LANE CHANGING DECISIONS

Circle the correct answers for the following situations. There may be more than one correct answer. Explain why you did or did not circle each answer possible. An example of how to answer the questions is given for Situation #1.



SITUATION #1.

1. In making a lane change, you should:
   - a. Check blind spots to both sides.
   - [✓ b.] Signal what you are going to do.
   - [✓ c.] Drive at the same speed or speed up a little.
   - d. Move from one lane to the other abruptly.

Explain your answers:

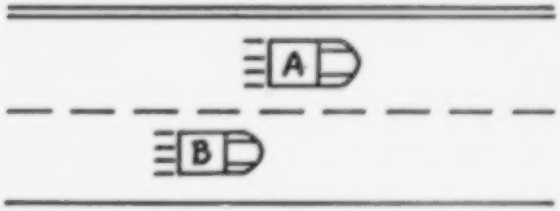
a. Not circled because: check only the blind spot to the direction you are changing.

b. Circled because: always have to signal to change lanes.

c. Circled because: to maintain traffic flow and not have a vehicle move into the gap selected.

d. Not circled because: lane change should be done "quickly and smoothly" at a slight angle.

SITUATION #2



2. You are in car A. You want to move to the right lane. What should you do?
   - a. Move right at once.
   - b. When one car length ahead, move right.
   - c. Accelerate to when you see the front of car B in your mirror, and then change.
   - d. Slow down until you are behind car B, and then change.

Explain your answers:

a.

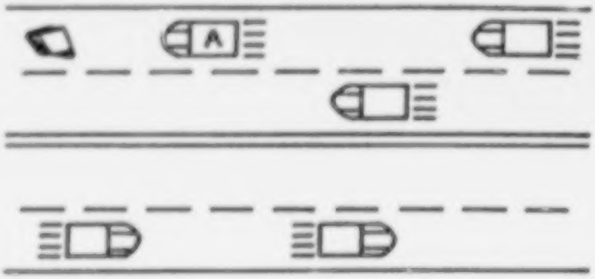
b.

c.

d.

WORKSHEET W6b
(Page 2 of 2 pages)

SITUATION #3:



3. You are driving on a highway in car A. You see a large box ahead of you in your lane. You are in the right lane. You should:
   - a. Pull over on the shoulder & go ahead.
   - b. Slow down and drive over the box.
   - c. Look in your rearview mirror to see if it is safe to move to the other lane.
   - d. Stop off the highway and remove the box.

Explain your answers:

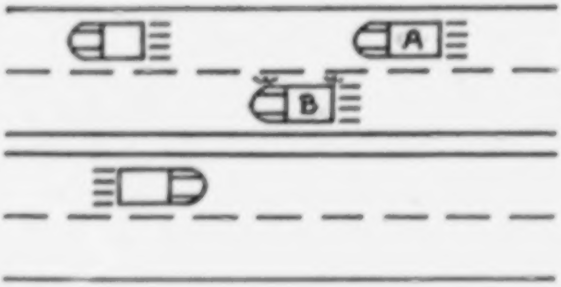
a.

b.

c.

d.

SITUATION #4:



4. You are in car A on the highway. Traffic is heavy. Car B, on your left, wants to go into your lane. You should:
   - a. Keep going at the same speed.
   - b. Speed up so car B can get behind you.
   - c. Slow down so that car B can get in front of you.
   - d. Blow your horn to warn car B.

Explain your answers:

a.

b.

c.

d.

Xxxxxxx School District
July, 1986

(One page only)

Module 7: PASSING ON A TWO LANE ROADWAY

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 75% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS FOR PASSING ON A TWO LANE ROADWAY: Passing procedures, Search patterns, Time and distance factors, Positioning of the vehicle preparing to pass, "Running start," Point of decision in passing, Aborting a pass, Passing tips, Unsafe conditions for passing, Illegal/unlawful for passing, Being passed.

IN THE TSE CAR WHILE DRIVING ON A TWO LANE ROADWAY THE STUDENT WILL DEMONSTRATE CORRECT PROCEDURES AND PROCESSES AS OUTLINED IN "Xxxxxxx SCHOOL DISTRICT DRIVING TASK PROCEDURES AND CRITERIA" AT LEAST TWO OUT OF THREE TIMES FOR PASSING AND BEING PASSED ON A TWO LANE ROADWAY WITHOUT CUES FROM THE INSTRUCTOR.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. Participate in a teacher-led discussion using overhead Transparency Set T7a (July, 1986) and Study Sheet SS7a (July, 1986). (To be scheduled when the majority of the class is about to begin the Behind-the-Wheel lesson that includes passing on a two lane roadway.) (40 mins.)
2. View Aetna filmstrip cassette program, "Principles of Passing." While viewing, answer and discuss the questions posed on the filmstrip. (To be scheduled when the majority of the class is about to begin the Behind-the-Wheel lesson that includes passing on a two lane roadway.) (40 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 187-191; Drive Right for Safety and Savings, pp. 154-157; Drive Right, A Responsible Approach, pp. 184-187; Tomorrow's Drivers, Eighth Edition, pp. 146-147, 296; or Sportsmanlike Driving, Eighth Edition, pp. 50-51.
2. Read Drivers Guide for the state of Washington, 6-85, pp. 16-18.
3. Complete the JAG Software computer program, "Driving Procedure Quizzes," either directly on the computer or on the quiz sheets provided by the teacher for "Passing."
4. Complete Worksheet W7a. (July, 1986)
5. Complete Worksheet W7b. (July,1986) Use SS7a as a resource.
6. During Behind-the-Wheel lessons in the TSE car, practice application of procedures and processes for passing on a two lane roadway as directed by the teacher.
7. After successfully completing the Behind-the-Wheel evaluation for this module, practice application of procedures and processes for passing on a two-lane roadway with parents or other qualified licensed person.

EVALUATION

To pass Module 7 requires:

1. Successful completion of Evaluation E7 using Xxxxxxx School District computer generated tests.
2. Successful completion of the Behind-the-Wheel evaluation for passing and being passed on a two lane roadway.

TEACHER-LED DISCUSSIONS (Module 7)

(one page only)

TRANSPARENCY SET T7A - PASSING ON A 2-LANE HIGHWAY
USING DISCUSSION SHEET SS7A - PASSING ON A 2-LANE HIGHWAY

Transparency #1 - Discuss no's 1 through 4 (page 1), and 11 (page 3) on SS7a
Main Points:
- A. Passing takes many quick and accurate calculations.
- B. Potential of head-on crash.
- C. Develop a process to pass safely.

Transparency #2 - Discuss no's 5 (page 2), 12, 13 and 14 (page 3) on SS7a
- A. Where to look.
- B. What to identify.
- C. Time-space judgements.
- D. Position of vehicle.
- E. Is it legal & safe.
- F. Is pass necessary.

Transparency #3 - Discuss no's 6 (page 2) and 15 (page 4) on SS7a
- A. How to check behind.
- B. Reason to check behind.

Transparency #4 - Discuss no's 7 (page 2), 16 through 33 (pages 4-7)
- A. Time-space judgements.
- B. Speed of car you are passing.
- C. Speed of pass. (10-15 mph)
- D. Faster vehicle you are passing is going, longer the space that is needed.
- E. When not to pass.
- F. Proper following behind car in preparation of pass.
- G. "Running start".
- H. Predictions to make about car you are passing.

Transparency #5 - Discuss no's 8 (page 2), 34 through 44 (pages 8-10), 46 through 50 (pages 10 and 11)
- A. Point of final decision.
- B. Speed for passing car.
- C. Reason for aborting pass.
- D. Possible emergencies in passing.

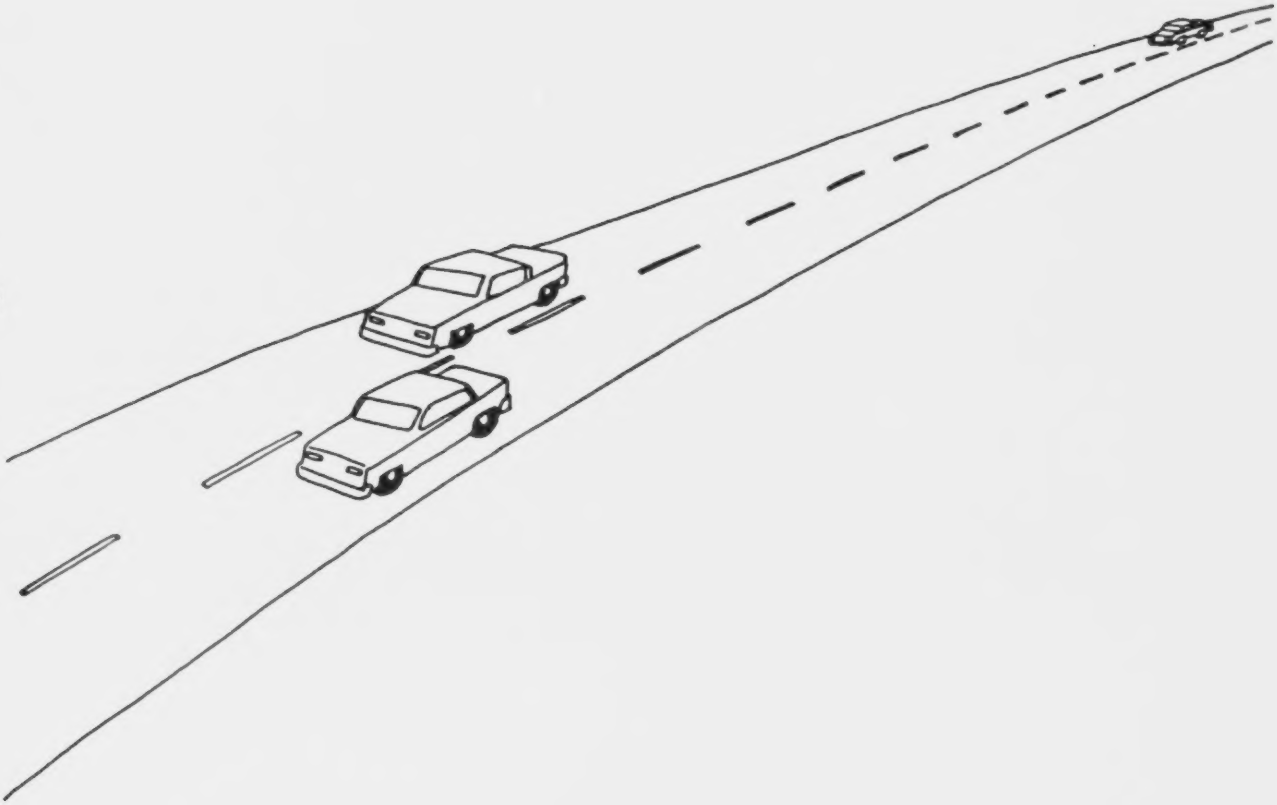
Transparency #6 - Discuss no's 9 (page 2) and 45 (page 10)
- A. When to return after pass.
- B. Proper communication and visual checks.

Transparency #7 - Discuss no's 10 (page 2), 51 through 53 (page 12)
- A. Speed adjustment after pass.
- B. Proper procedure for car being passed.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T7a
Transparency #1 of 7

PASSING ON A TWO LANE HIGHWAY



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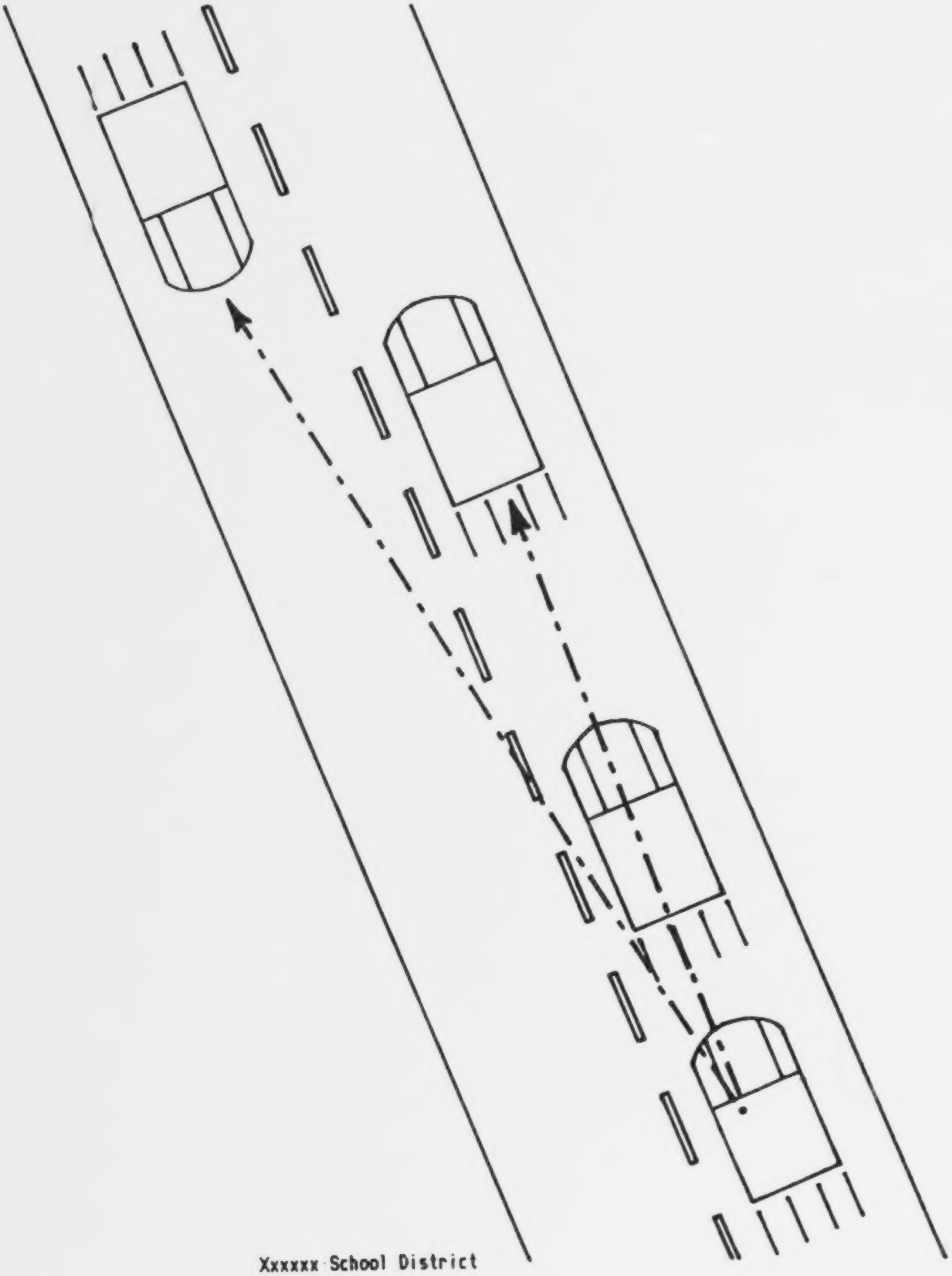
July, 1986

TRANSPARENCY SET T7a
Transparency #2 of 7

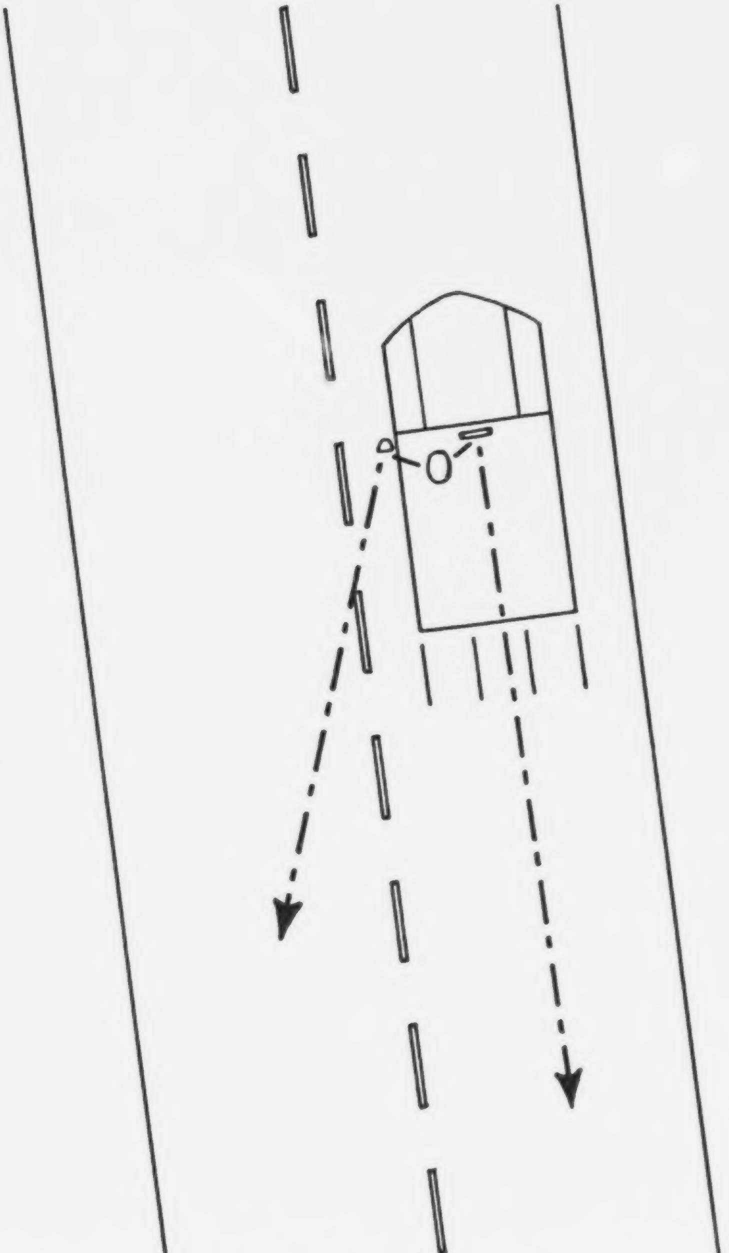
SCANNING, IDENTIFYING, POSITIONING



Xxxxxx School District
July, 1986

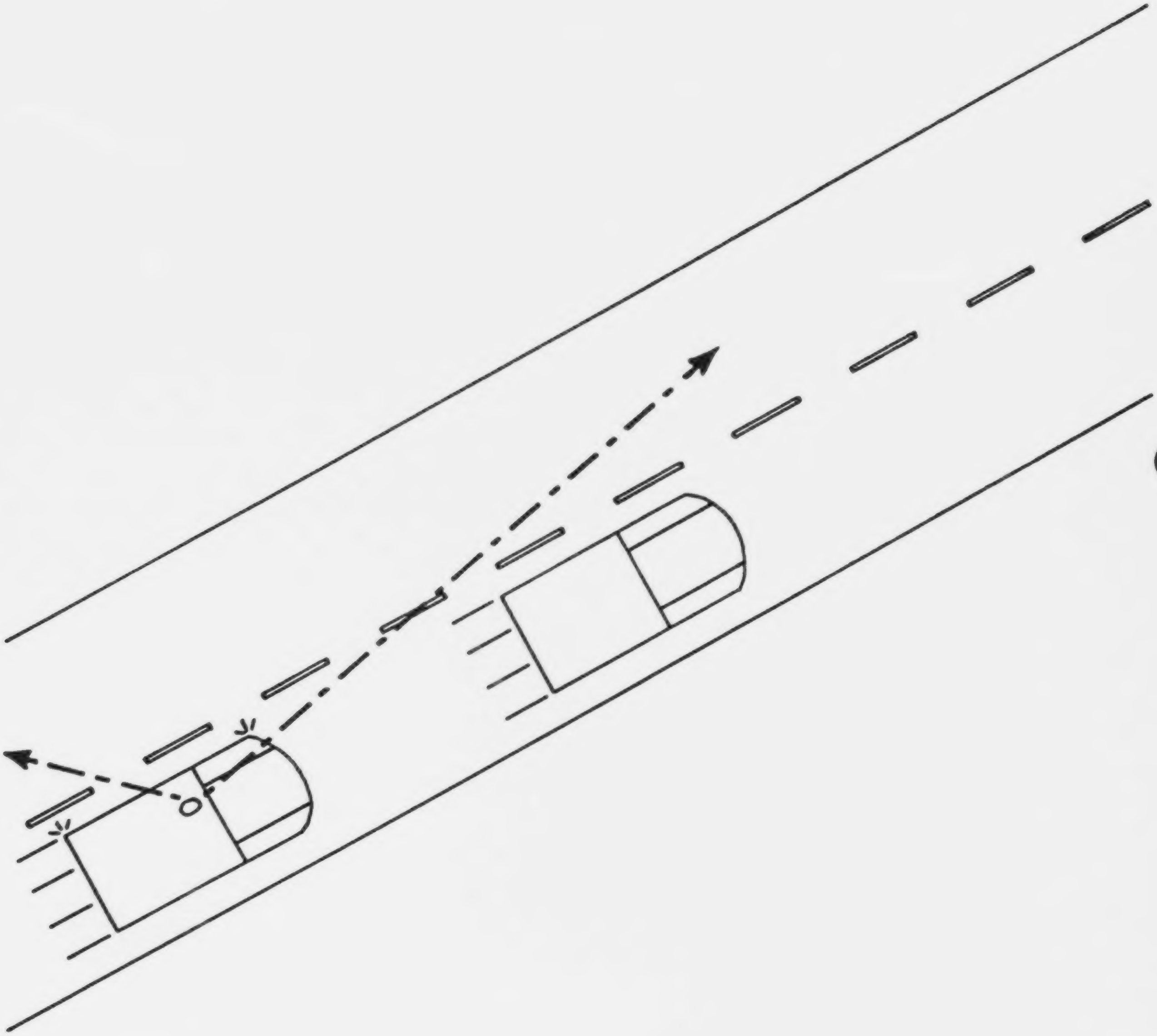
TRANSPARENCY SET T7a
Transparency #3 of 7

CHECKING BEHIND



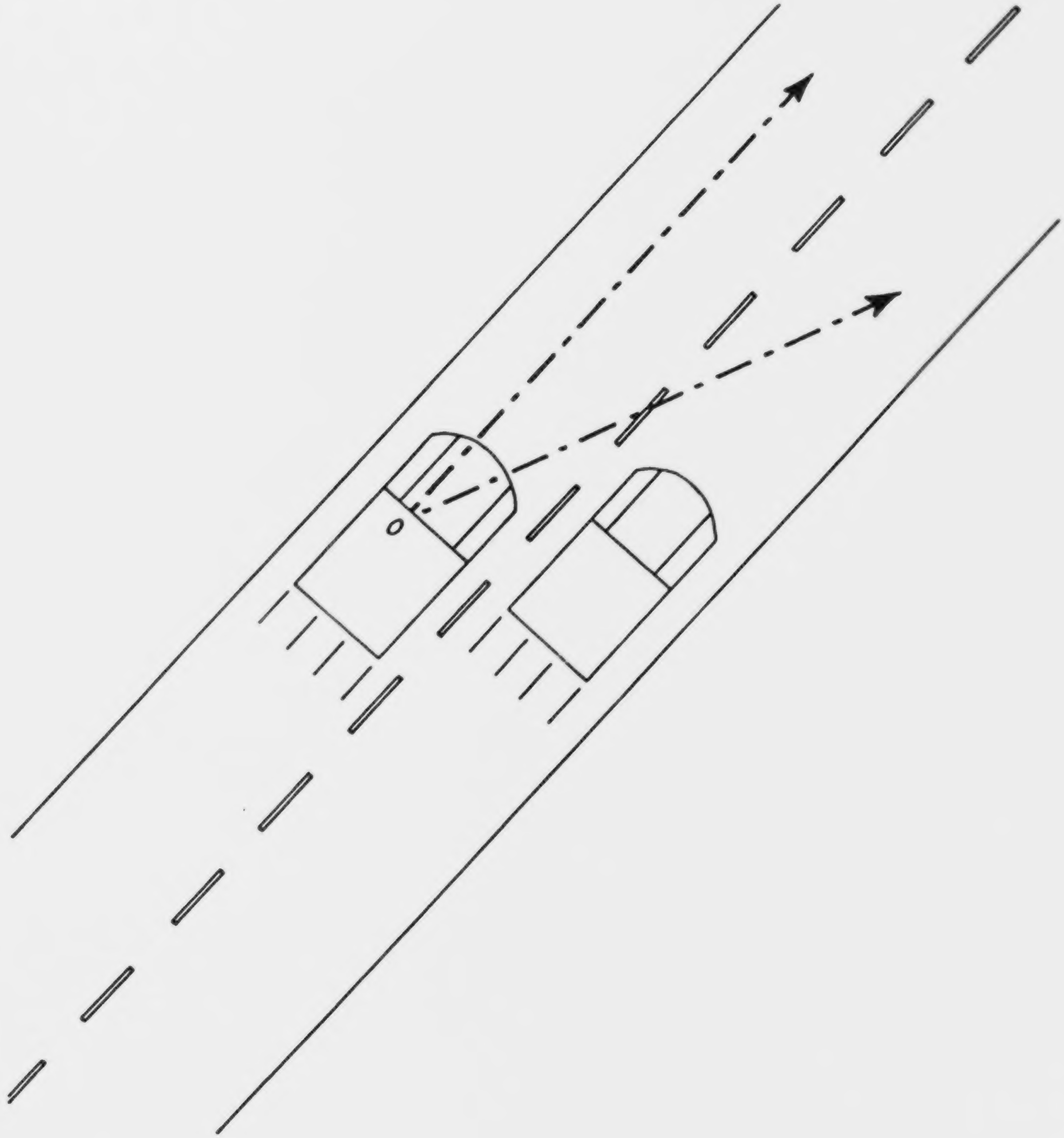
TRANSPARENCY SET T7a
Transparency #4 of 7

TIME-SPACE, SPEED OF THE VEHICLES, RUNNING START, ABOUT THE VEHICLE BEING PASSED



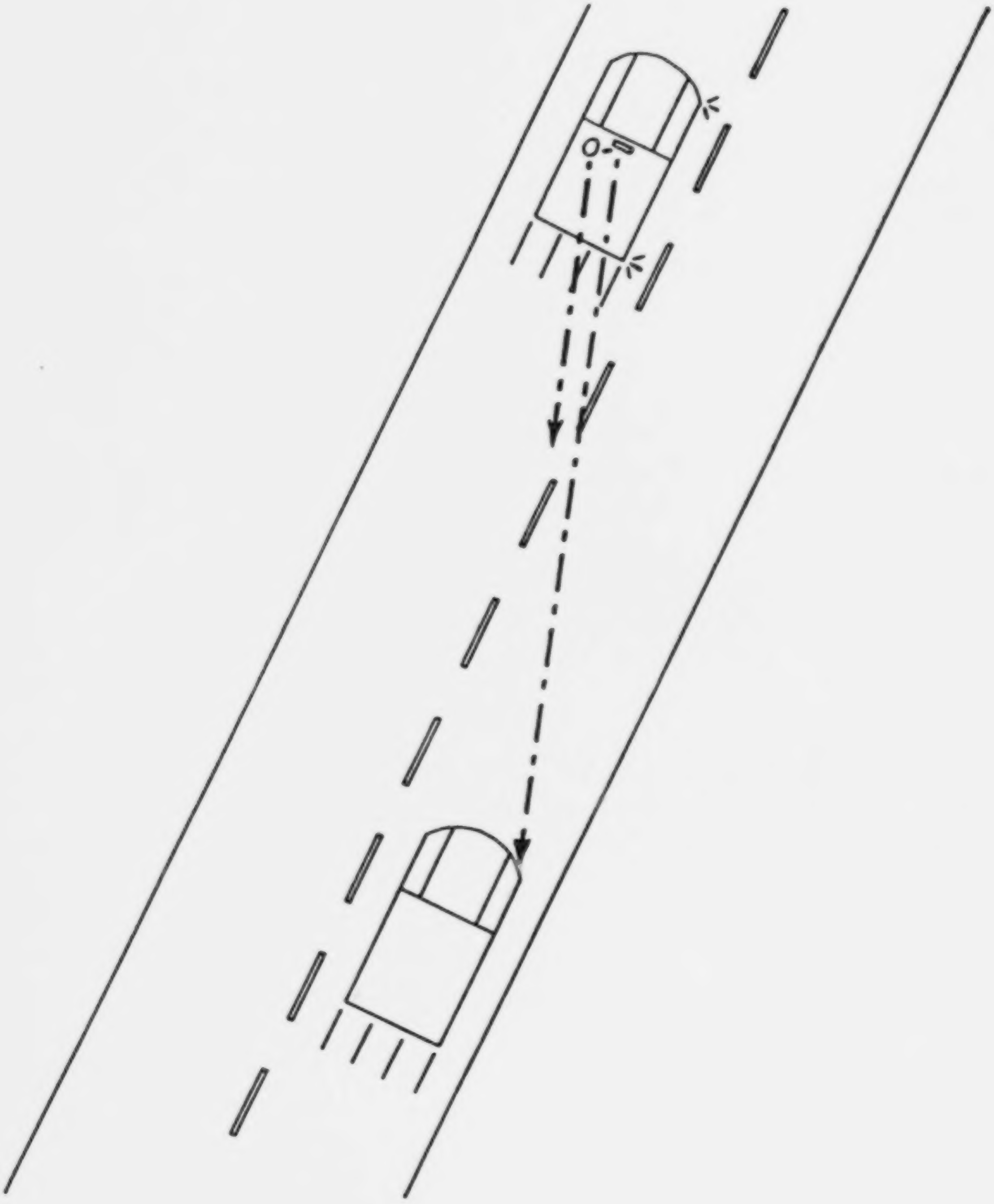
TRANSPARENCY SET T7a
Transparency #5 of 7

POINT OF DECISION, SUPERIOR SPEED, ABORTING, EMERGENCIES



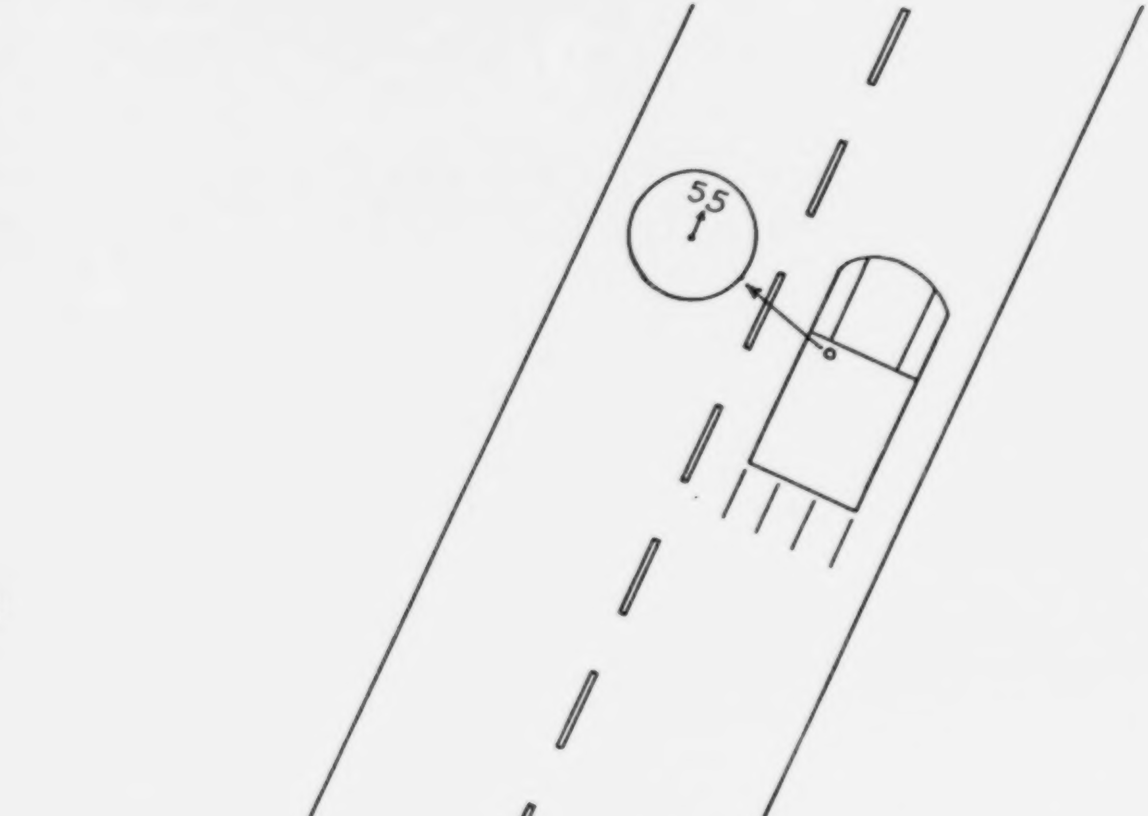
TRANSPARENCY SET T7a
Transparency #6 of 7

RETURNING TO LANE



TRANSPARENCY SET T7a
Transparency #7 of 7

BEING PASSED, FINISHING THE PASS

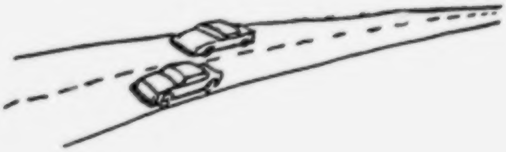


Xxxxxx School District
July, 1986

STUDY SHEET SS7a
(Page 1 of 12 pages)

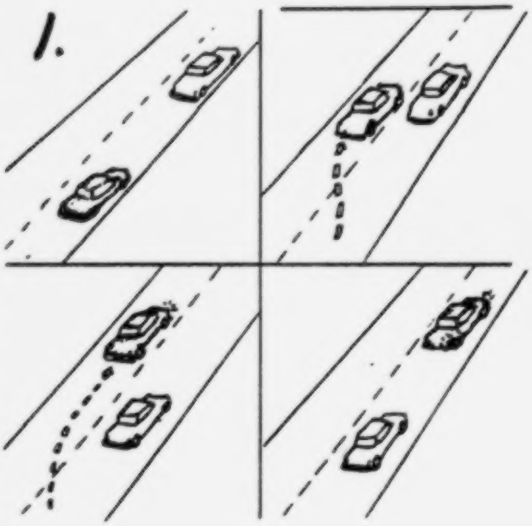
PASSING ON A TWO LANE HIGHWAY

(NOTE: THE NUMBER AT THE BEGINNING OF EACH SECTION REFERS TO THE NUMBER ON EACH ILLUSTRATION.)



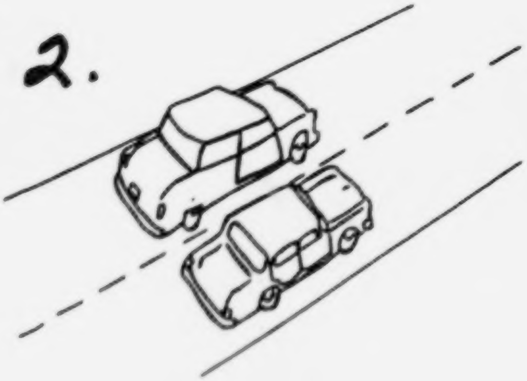
1. The driver of a car about to overtake another car on a two lane highway waits for just the right moment, speeds up around the leading vehicle, and eases back into the right lane. It sounds easy. And to a good driver, the passing maneuver isn't all that difficult. But, it requires many quick, accurate calculations to pass another vehicle safely, for it's a potentially dangerous move.

1.



2. Whenever you pass another vehicle on a two lane highway, for several seconds you occupy the same lane as oncoming traffic.

2.



3. A miscalculation, a moment of inattentiveness, a brief surrender to frustration or anger, and you suddenly can be involved in the most deadly of all traffic accidents -- the head-on collision. It is extremely important, then, that drivers learn to pass safely and efficiently. Safe and efficient passing hinges on good judgment plus a systematic pattern of action.

3.

4. The purpose of this exercise is to aid you in making good passing decisions and to provide you with information and procedures to execute your passes safely and efficiently. In order to pass other vehicles safely, a driver needs to develop a safe passing system. That system should be used every time a driver passes in order that every pass will be a successful one. Following are eleven steps for successful passing.

4.

STUDY SHEET SS7a
(Page 2 of 12 pages)

5. (1) Ask yourself if this pass is necessary.

Look ahead for a safe passing distance. Stay far enough behind the car to be passed and make sure there is room for you in front of it.

6. (2) Check both mirrors for traffic behind.

7. (3) Glance over your left shoulder to be sure no car is in the passing lane, preparing to pass you.

(4) Give a left-turn signal for pulling into the left lane. check your path ahead and signal the driver ahead with your horn, if necessary.

8. (5) Speed up and move into the passing lane.

(6) Turn off your left-turn signal.

(7) In the passing lane where you can see better take another good look. Recheck conditions ahead. Drop back if they are not safe.

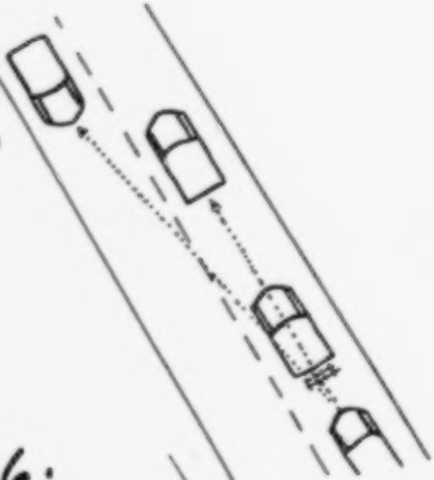
9. (8) Stay in the left lane until you can see the front of the passed vehicle in your inside mirror.

(9) Give a right-turn signal for returning to the right lane.

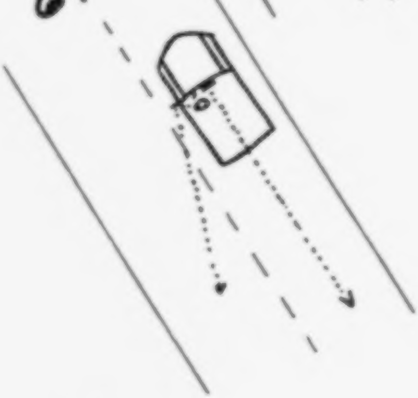
(10) Head check right and return to the right lane.

10. (11) Turn off your signal, check your speedometer, and resume legal speed.

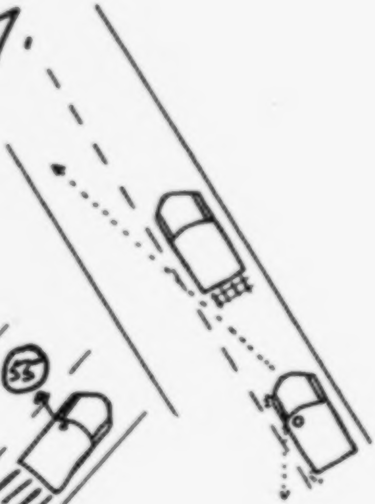
5.



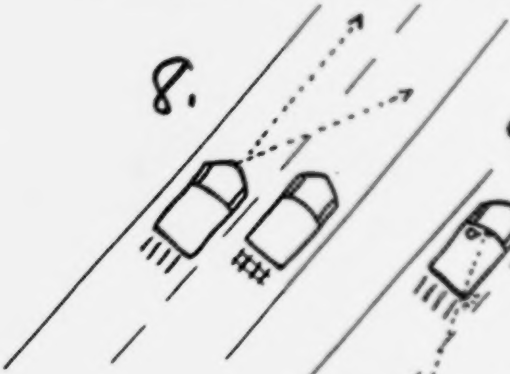
6.



7.



8.



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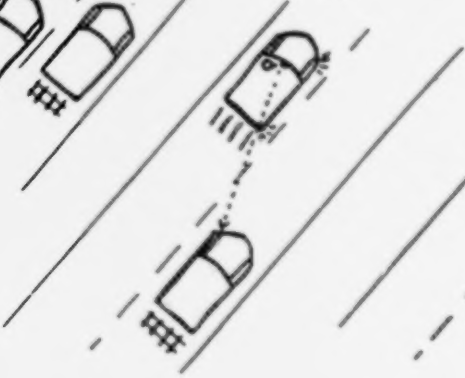

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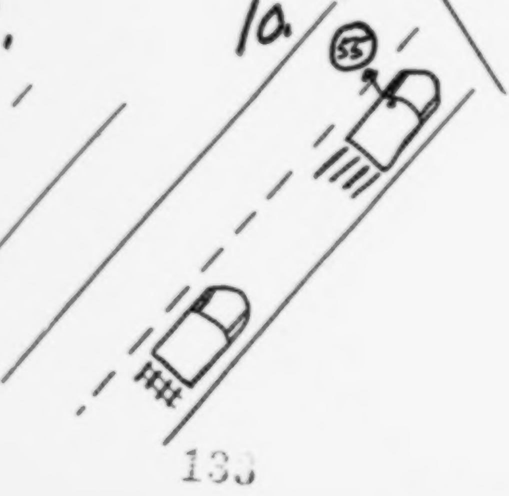


11. Just having a series of steps or procedures to follow will not necessarily make you a safe passer. You must develop a process for making sure that each step in your passing system is adequately completed. Following are some questions which will help you determine what you need to know about each step of the basic passing procedures. When you can answer all of these questions, and apply what you have learned when you attempt to pass other vehicles then you will have developed a process for allowing you to pass safely and efficiently every time you pass.

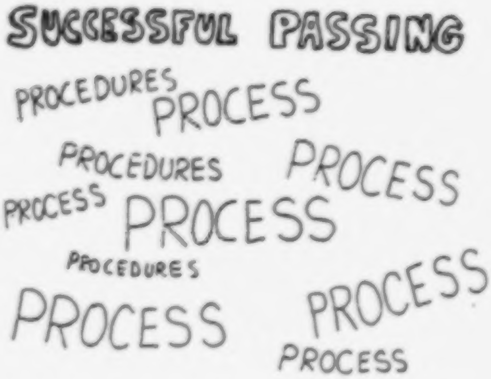
12. Where should you look when you want to determine where it is safe to pass? When you look ahead of the car you want to pass, what are you trying to identify? How can you judge whether or not there is enough time and distance for you to pass? What is a running start? Where do you position your vehicle before you pass? What is the "point of decision?" Do you know when it is legal and illegal to pass? When would you want to "abort" a pass? Do you know what to do when someone wants to pass you? Do you need to signal when passing?

13. To be able to identify those things which are important for you to pass someone safely and efficiently, you must know where to look. Before you pass, then, you want to look ahead of the vehicle you want to pass, and not just at the roadway itself. Look through the vehicle ahead of you by looking through his windshield and over his vehicle. Also, look to both sides of the vehicle you are intending to pass. There could be things along the roadway that might make the driver ahead of you swerve suddenly into your intended passing area.

14. So, what are you trying to identify ahead before you pass? Look for oncoming vehicles, pedestrians, and cyclists alongside the roadway, intersections, or congested areas ahead, illegal or unsafe passing zones, stopped and parked vehicles in or alongside the road, and any other hazard that might make passing at that time an unsafe move.

12.

11.



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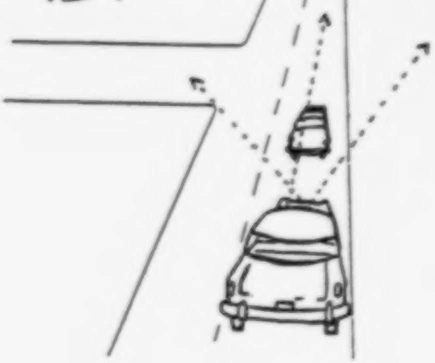

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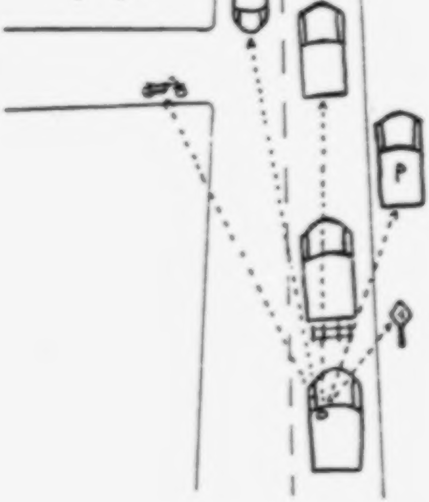


15. A driver must also be able to identify hazards to his rear before attempting a pass. Always check both your rear and side view mirrors for vehicles that may be closing or even attempting to pass you. Sometimes a vehicle may already have started to pass you, and he may have moved into your blind spot. Therefore, it is important to head check your blind spot before you actually begin your passing maneuver.

16. Now that you have checked all areas to the front, rear, and sides of your intended passing path, you are ready to make a very critical judgment. How much time and how much distance do you need to safely pass the vehicle ahead of you? To answer this question, you will have to consider several factors.

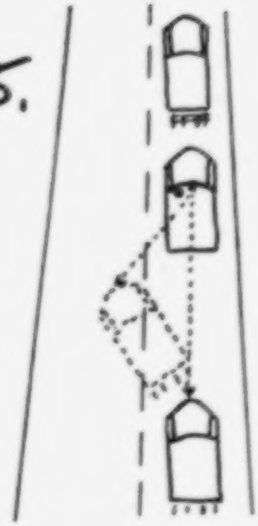
17. What is the speed of the car you wish to pass? To find out how fast the vehicle in front of you is going, maintain a safe distance behind him and then check your speedometer. Your speed will be the same as his, so long as you maintain the same distance between you and him.

18. What is the predicted speed of the oncoming vehicle? (If any).

How far away is the oncoming vehicle? (If any)?

19. Is your vehicle running well enough to accelerate reasonably fast to a sufficient, superior speed.

15.



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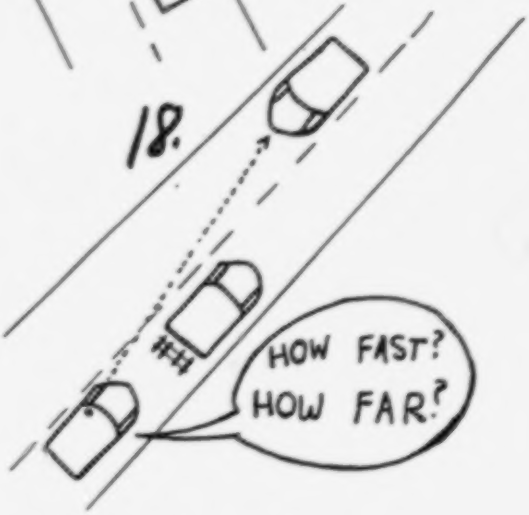
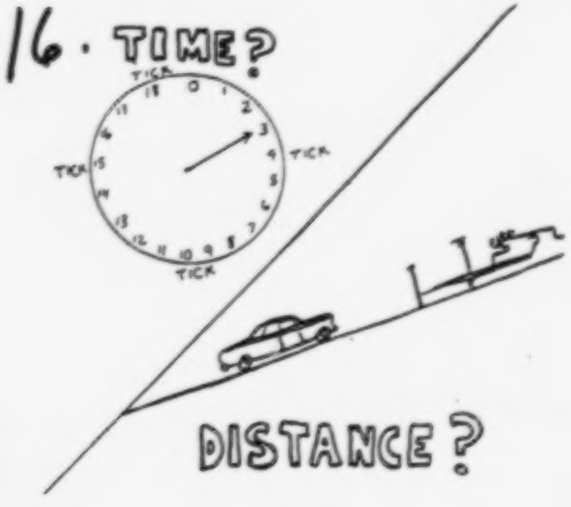
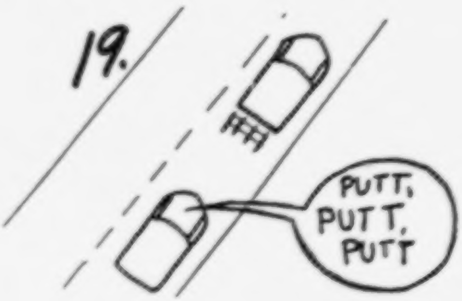

18.
HOW FAST?
HOW FAR?





STUDY SHEET SS7a
(Page 5 of 12 pages)

20. Can you see far enough ahead to complete a safe pass?

21. Let's look at two examples, passing at 55 MPH and 60 MPH. The car being passed will be going 45 MPH each time. At 55 MPH you will need about the length of 5 football fields. (Nearly 1/3 of a mile.)

22. At 60 MPH, you will need about the length of 3-1/2 football fields. (Nearly 1/4 mile.)

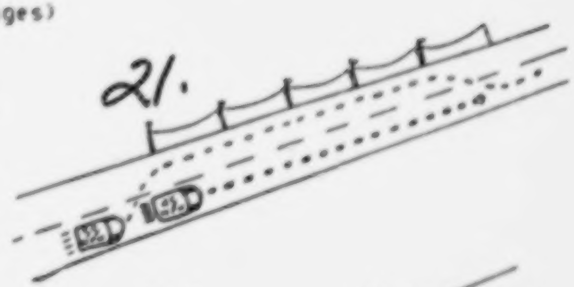
23. Note that an oncoming vehicle will travel about the same distance as you do while you are passing. So when you start your pass, an oncoming vehicle must be more than double the distance away of the distance it takes you to pass. In the first example (#21), that would be about 2/3 of a mile.

24. In the second example (#22), that would be about 1/2 mile.

25. You should have noticed that we used examples of 10 MPH and 15 MPH speed superiority (speed superiority equals how much faster you are going than the person you are passing.) With 10 MPH speed superiority, it takes about 15 seconds to pass. With 15 MPH speed superiority, it takes about 10 seconds to pass. No matter what speed you and the car you are passing are traveling, the time it takes to pass will always be the same for any particular speed superiority.

However, as you increase your speed superiority, you will need less distance to pass, for your vehicle will be covering more ground per second. A 15 MPH superiority is generally accepted as the most favorable difference in speed.

21.



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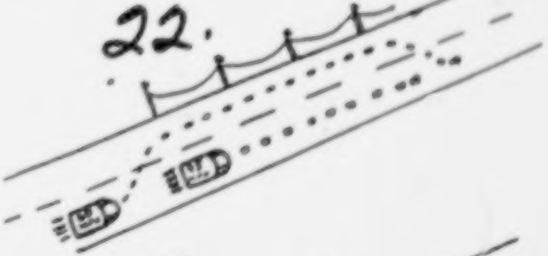

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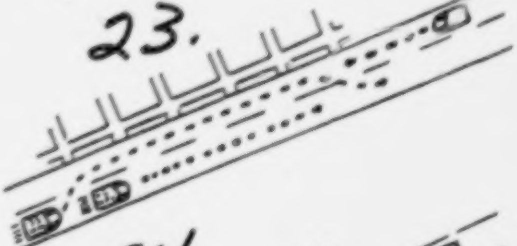

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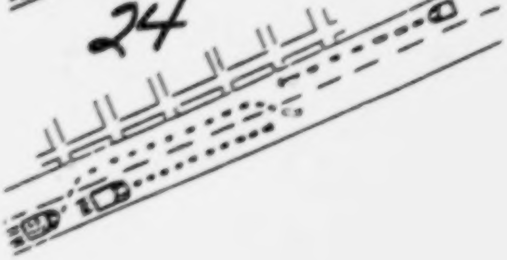

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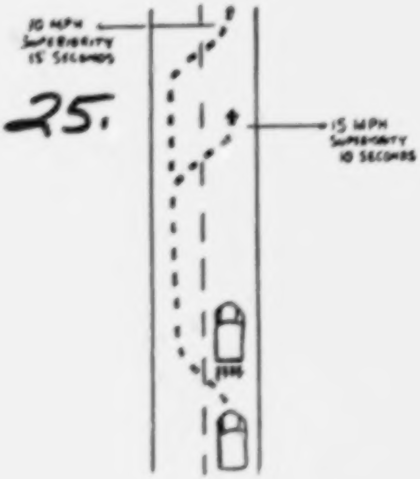

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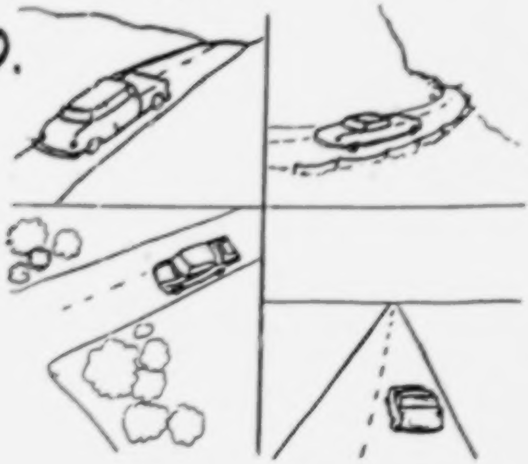


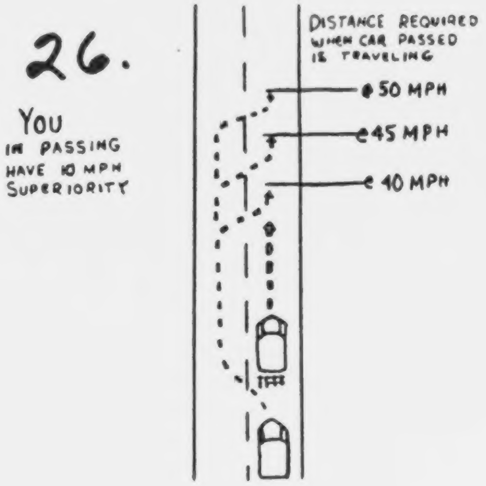
26. But, probably one of the most important things of all to remember about passing another vehicle is this. The faster the vehicle is going that you intend to pass, the more distance will be needed for you to safely complete that pass, with the same speed superiority.

27. There are various situations when the driver should not attempt to pass. Many of these situations are clearly defined by law. Others, however, are situations that must be judged by the driver as simply unsafe. And, whether it is the law that defines a situation as a no-pass zone, or merely conditions that make it so, the results are oftentimes much too severe to ever attempt a pass at these times.

28. Remember, that it is unlawful to pass near blind curves, too close to the top of hills, and too near intersections. Pass must be completed in order to be able to reduce speed for intersections if necessary.

29. It is unlawful to pass too near bridges and tunnels, too near railroad crossings, with solid yellow line in your lane, and with oncoming vehicle too close. It is too close if you interfere with his normal movement.

26.



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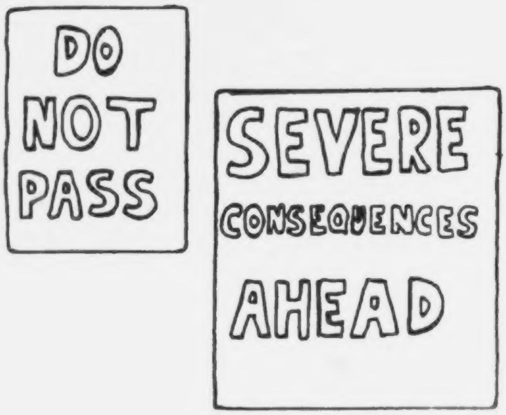

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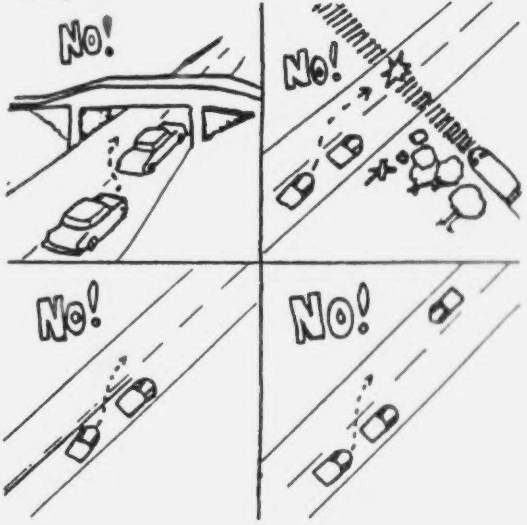

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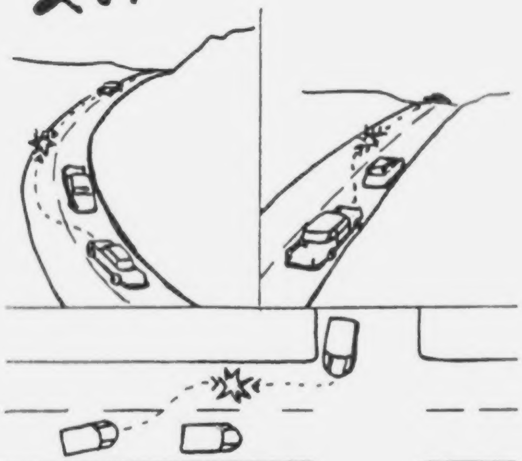
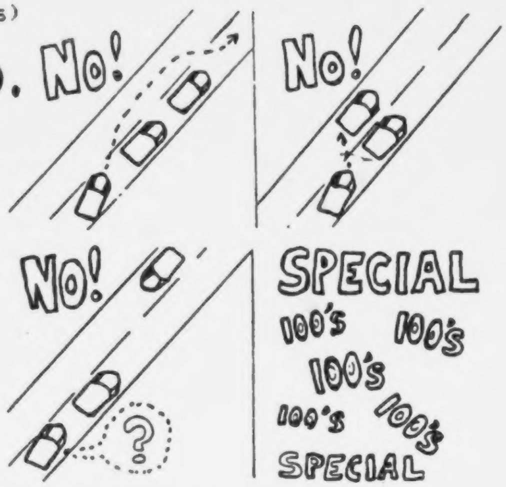


30. Remember, it is unsafe to pass more than one vehicle at a time, behind another vehicle that is also passing at the same time, when in doubt about having enough clear distance to complete pass, and in hundreds of special cases.

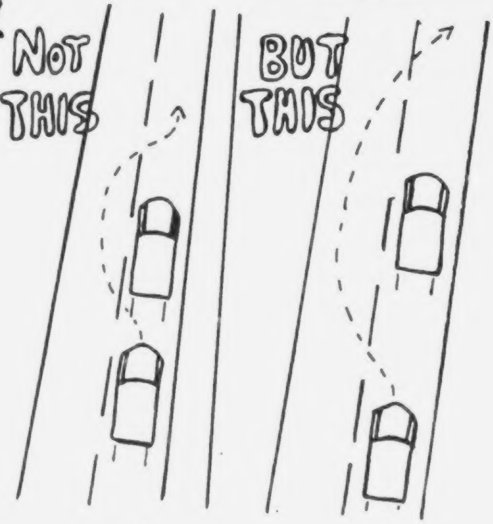
30.



31. While you are awaiting an opportunity to pass the vehicle in front of you, don't crowd. That is, don't move up so close behind the vehicle in front of you that it reduces your area of vision. Also, what if the vehicle ahead suddenly stops or slows down? Keep a reasonable distance between you and the vehicle you wish to pass.

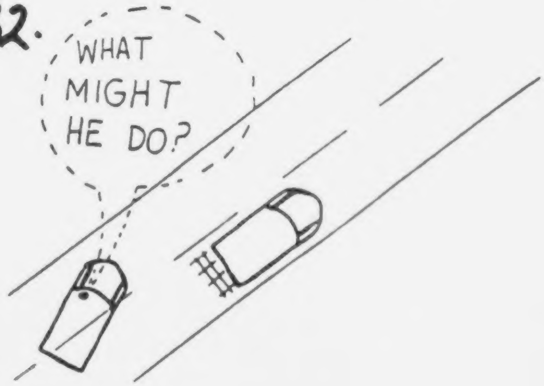
When it looks like a chance to pass is coming up, start to accelerate, BUT STAY IN THE RIGHT LANE AND DON'T GET TOO CLOSE, and time your move so you will be increasing your speed as the time comes to move into the other lane. If the way is still clear to pass, you will have a "running start" that more than makes up for the distance you dropped back to allow for a space cushion behind the vehicle you wish to pass.

31.



32. You must learn to anticipate the possible driving actions of the vehicle you are preparing to pass. You can only assume that the vehicle you are passing will continue in a straight line, that he will maintain his present speed, and that he will assist you in passing him. To help you anticipate driving actions of the driver you are about to pass, you must learn to make predictions. That is, what might he do? Or, "what could happen while I am trying to pass that could cause a problem?"

32.


WHAT MIGHT HE DO?

33. Following are some examples of things that might happen when you attempt to pass another vehicle.

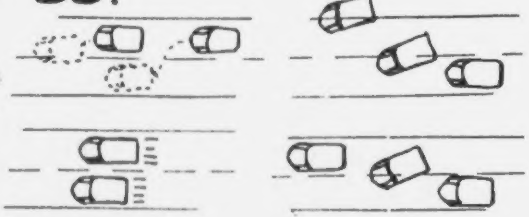
The vehicle you wish to pass may drift into the oncoming lane as you begin to pass.

The vehicle you wish to pass may swerve sharply into the oncoming lane to avoid something alongside the road.

The vehicle you wish to pass may speed up just as you begin to pass.

The vehicle you wish to pass may decide to pass someone ahead of him as you decide to pass him.

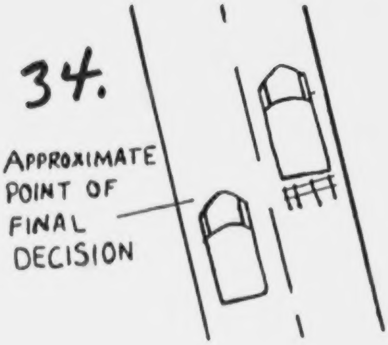
33.



34. Now, up to this point you have been making predictions as to whether or not you should pass at all. When you make the decision to begin your pass, you should reserve your final decision to complete the pass until you are in the passing lane near the vehicle you are passing. This is called the point of decision. This will put you in a better position to reconsider everything up to this point.

If anything causes you to doubt your ability to safely complete your pass, you will be in a position to brake and pull back into the right hand lane. Remember, though, you should proceed to the point of decision as if you were going to complete your pass.

34.


APPROXIMATE POINT OF FINAL DECISION

35. No matter how many procedures you may have, no matter how many systems or processes you may learn, nothing can take the place of actual passing practice and experience. Many times, for various reasons, beginning drivers aren't able to get the passing experience needed to become proficient at passing safely and efficiently.

When this is the case, it is nice to be able to learn some of the points of passing from those who have been fortunate enough to have gained the experience. For lack of a better term, let's call these points "Passing Tips." Let's look at some of them and see what they can teach us about passing safely and efficiently.

35.

"PASSING TIPS"

BY

JOHN Q. EXPERIENCE

36. When you are figuring how much distance you need to complete a pass, always leave more distance than you think may be necessary, just in case you may have made a mistake in your calculation. One tip to remember is always make sure that an oncoming vehicle is far enough away to look as if it were standing still.

36.

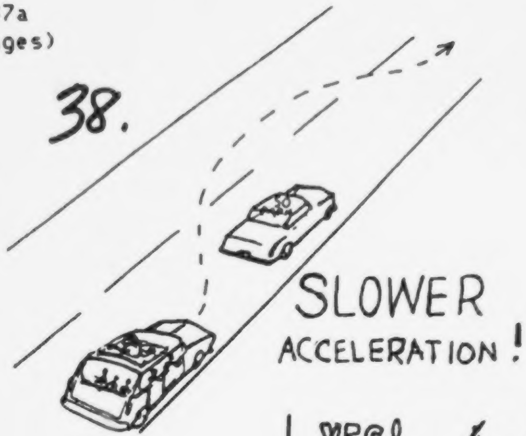
4 FOOTBALL FIELDS + 1 ?
IS HE MOVING ?

37. If, while you are traveling along, you are keeping pace with the reasonable traffic flow, and you still are considering whether or not to pass a vehicle, ask yourself three questions. First, is the pass worthwhile? That is, will it really gain you any time or distance? And, if so, is the time and distance gained worth the effort of a pass? Second, is the pass legal? And third, is the pass safe? Are there any reasons for not completing the pass due to unsafe conditions or location?

37.

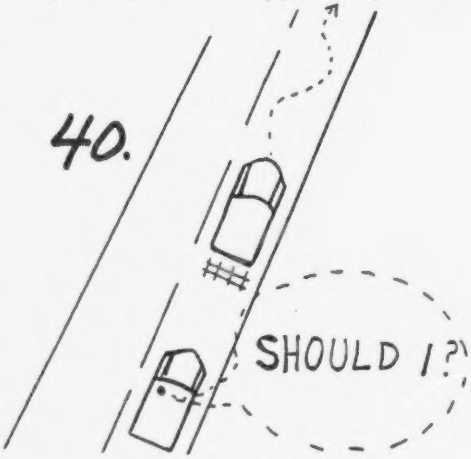
WORTHWHILE ?
LEGAL ?
SAFE ?

38. Remember that your vehicle can't accelerate as quickly when you are moving at higher speeds. It is also more difficult to get faster acceleration when your vehicle is loaded with passengers and cargo.

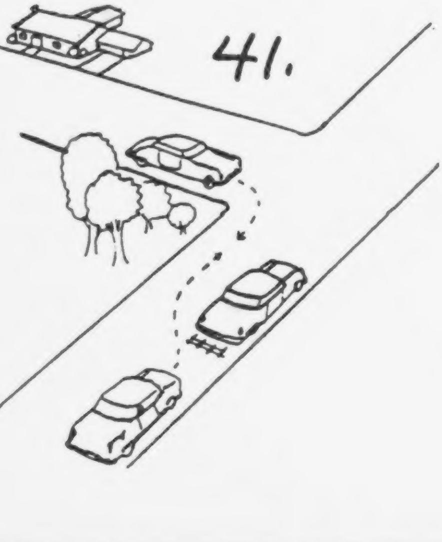


39. Don't "mess around" when you pull out to pass. Build up a clear superiority of speed before you actually pull out to pass. Many people don't realize it, but it is legal to exceed the speed limit in Washington State when passing on a two-lane road when the vehicle being passed is clearly under the speed limit and the vehicle passing returns to the speed limit as soon as the pass is completed.

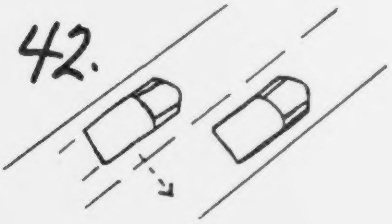
40. If you find yourself following a vehicle that appears to be driving erratically (weaving, slow, then fast, etc.) be extra careful in attempting to pass. You might want to especially allow extra room to the sides of the road, for the vehicle might force you to the side as you pull alongside.



41. Trees, bushes, farm crops, and other environmental blinds could hide side roads or driveways. Be certain that you consider this in order that you are prepared for the sudden appearance of a third vehicle in the passing picture. Also, you should be ready for the vehicle in front of you to suddenly turn left while you are passing. (Naturally, you should avoid passing in situations where these actions are likely. However, sometimes we miss an important clue.)

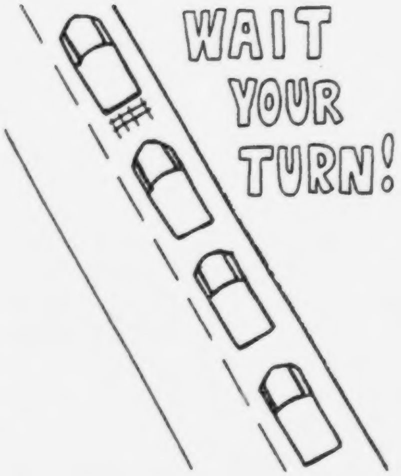


42. While preparing to pass, watch for any clues that the vehicle you are about to pass may be speeding up. The chief clue may be that you seem not to be gaining appreciably even though you have built up your speed superiority over what the vehicle you are passing was traveling. Sometimes a vehicle speeding up will swerve slightly one way or the other. If this happens to you as you are attempting to pass a vehicle, pull back into your lane. Usually you should not attempt to out accelerate the vehicle you are attempting to pass under these circumstances.



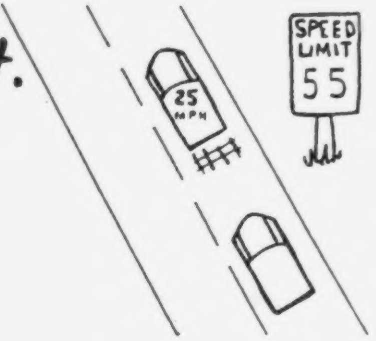
43. Although it is legal to pass more than one vehicle at a time, it is unsafe and very much discouraged. Wait your turn before attempting to pass a slower moving vehicle. Remember, if you try to pass a string of vehicles, you expose yourself for a long time without an escape route and the gain in time and distance is usually little. The risk involved in attempting to pass a string of vehicles just isn't worth it.

43.



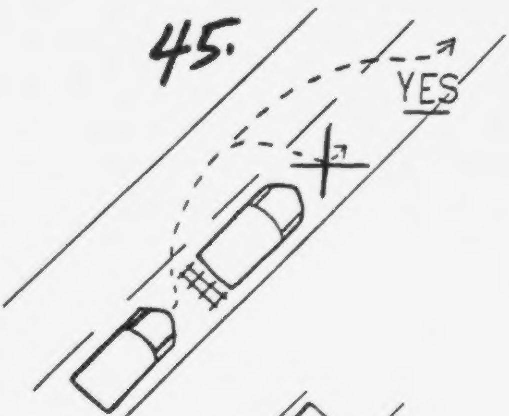
44. Don't overtake a slow moving vehicle too fast. When approaching a slow moving vehicle, consider the various reasons why the driver may be moving at such a slow speed. He may be slowing down for a left turn. Suppose that he decided to turn left just as you pulled out to pass him. Would you be moving too fast to be able to avoid a collision with him? Remember, slow down enough as you approach the slow moving vehicle so that you could stop or maneuver if any action by the slow moving vehicle conflicts with your passing him.

44.



45. Don't "cut in" after you pass a vehicle. Wait until you can see the front of the vehicle you passed or the whole vehicle in your inside rearview mirror before you return to the right hand lane. Remember, give the vehicle you passed the same safe following distance you would like to have before you pulled back into the right lane.

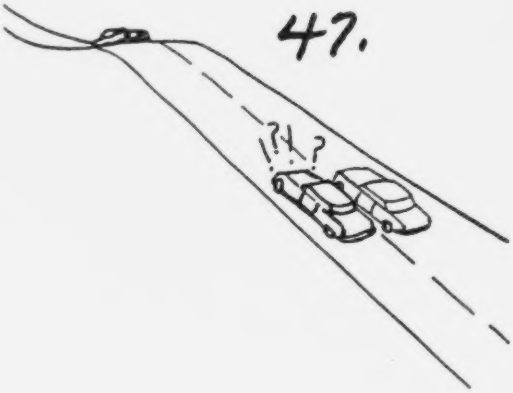
45.



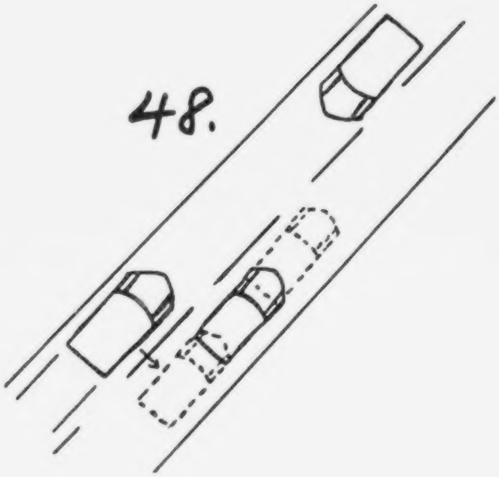
46. One last tip. Don't ever make a monkey out of yourself while attempting to pass another vehicle! How can you avoid making a monkey out of yourself? Easy! Just follow the "ten second exercise." Here is how it works. When you find yourself in a passing situation, but you decide not to pass due to an oncoming vehicle, start counting seconds to yourself ("one chimpanzee, two chimpanzees, three chimpanzees," etc.), and see exactly where you and the oncoming vehicle are at the tenth second. Would you have made it -- or would you have made a "monkey" out of yourself? This little game can accomplish something for you. It can show you what would have happened if you would have guessed wrong -- or it can reassure you that your sense of speed and distance is pretty good.

46.

47. Regardless of how careful you are in following the safe passing procedures, there will be times when you just "plain" miss identifying a very important cue. As a result of this, you may find yourself in a very dangerous position, for oftentimes you will already have pulled out to pass before realizing that you are headed for trouble.

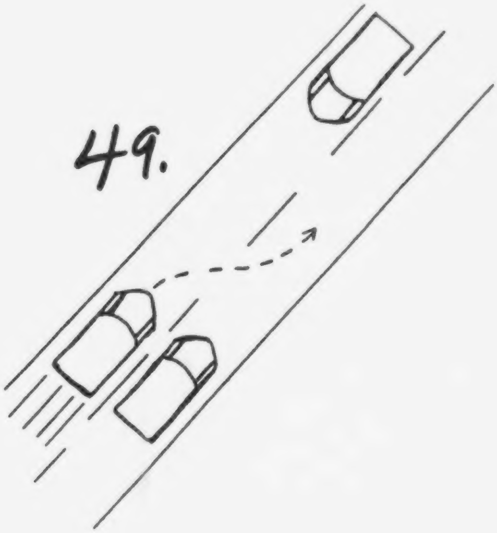


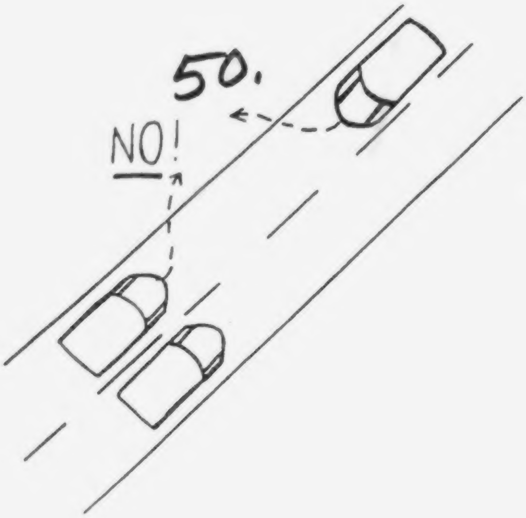
48. If, or maybe when, this happens to you, what can you do about it? Every dangerous situation may offer various ways to avoid collision. And, no two drivers will necessarily handle the situation in the same way. However, remember these three things about handling hazardous passing situations. You may be able to "abort" your attempted pass. Aborting a pass means to brake and fall back in behind the vehicle you are attempting to pass.



49. If you have accelerated past the "point of decision," then you may want to "stomp" your accelerator to the floor, getting past the vehicle you are passing, and return quickly to the right lane ahead of the vehicle you are passing. Both of these procedures involve a very critical judgment that also involves the vehicle being passed and the oncoming vehicle.

50. Remember, DON'T SWERVE LEFT! If you swerve left, then you have moved into the oncoming vehicle's escape route. So long as the oncoming driver has an escape route to the left, your chances of not being involved in a serious accident are better.





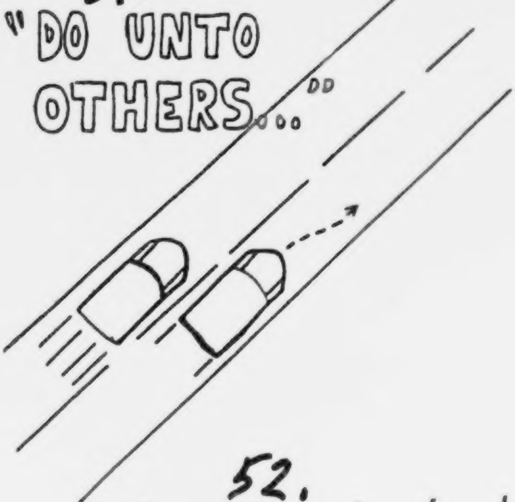
51. So far, in this presentation we have been concerned with the driver who is doing the passing. But, we must also consider how a driver being passed can aid in the safety of a passing maneuver. Perhaps there is no better rule to follow than to merely do for the passing driver what you would like him to do for you if you were doing the passing. Consider these helping aids. When you have noticed that you are about to be passed, maintain an even speed and lane position. Or, you might even slow a little and move a little to the right in your lane.

52. If the vehicle passing you seems to have misjudged the speed and distance of an oncoming vehicle, try to decide what he is going to do about it. If it appears that he has decided to "abort" his pass, and begins falling back, "stomp" your accelerator to the floor and move right in your lane. On the other hand, if the passing driver has decided to accelerate, then you should brake, fall back, move right, and look for an escape route. Remember, help the passing driver, leave yourself an escape route, in case of danger, and most of all, don't panic.

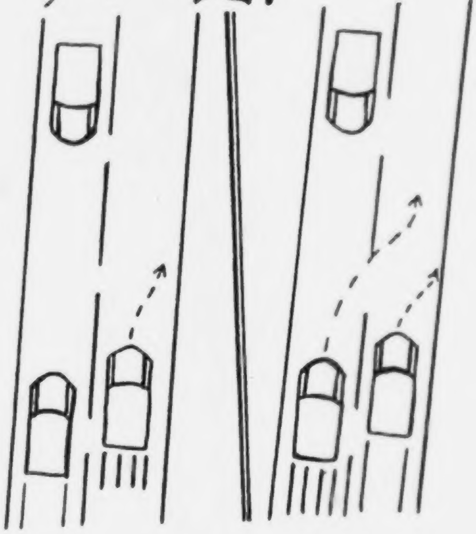
53. Well, what have we learned about passing? Passing requires many quick, accurate calculations on the part of a driver. Since there is very little room for error, passing is a potentially dangerous maneuver. In fact, unless a driver gives all of his attention to his passing attempt, he can become involved in the most deadly of all traffic accidents -- the head-on collision.

Does that mean that drivers should be too frightened to pass another vehicle? Of course not. It means that all drivers should be mature enough to approach passing fully prepared, with procedures and a system for making all of their passes safe, efficient passes. This exercise is intended to help you reach that goal.

51.


"DO UNTO OTHERS..."

52.



53.

WORKSHEET W7a

(One Page Only)

Name________________________ Date______________

UNLAWFUL, UNSAFE, AND SAFE TO PASS

Directions: After each of the passing situations below, check the column that gives the best answer for the situation.

SITUATION (on a 2-lane highway)	UNLAWFUL TO PASS	BETTER TO PASS WHEN SAFE THAN NOT TO PASS	BETTER NOT TO PASS EVEN IF LAWFUL
1. At or near intersection			
2. Yellow line on right side center line			
3. Following a tractor			
4. Under or near an overpass			
5. Car ahead under the speed limit			
6. On icy pavement			
7. On or near a bridge			
8. You are caught near the front of a "pack" of cars.			
9. Your engine not running well			
10. On or near a railroad crossing			
11. The pass will gain needed time and distance.			
12. Nearing a stop sign			
13. Approaching the crest of a hill			
14. When planning to turn off soon			
15. Car behind you trying to pass you			
16. In dense fog			
17. Car ahead travelling too slow			
18. On a blind curve			
19. Oncoming traffic perhaps far enough away			
20. Car ahead passing a parked car			
21. Someone coming up fast behind you			
22. With car ahead passing			

Xxxxxxx School District
July, 1986

WORKSHEET W7b

(One page only)

Name______________________________ Date________________

PROCEDURES AND PROCESSES FOR PASSING ON A TWO LANE ROADWAY

1. How should you scan the area before deciding to pass?

2. What time and distance factors must you consider before deciding to pass?

3. What is a "running start"?

4. What is the point of decision? Approximately what position will your car be in at that "point of decision"?

5. What is meant by aborting a pass?

6. If you are beyond the "point of decision" and it appears you are running out of room to complete the pass, what should you do?

7. Write three passing tips that help put the procedures and processes into practice?

8. What are the "usual" things you should do when being passed?

9. What should you do if a driver passing you has made a mistake and is in the other lane with oncoming traffic coming close?

(One page only)

MODULE 8: FREEWAY DRIVING

OBJECTIVES

THE STUDENT RESPONDS WITH AT LEAST 70% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS WHEN RELATED TO FREEWAY DRIVING: Merging, Exiting, Assisting others to merge, Following and being followed, Lane changing, Passing.

IN THE TSE CAR THE STUDENT WILL DEMONSTRATE CORRECT PROCEDURES AND PROCESSES AS OUTLINED IN "Xxxxxxx SCHOOL DISTRICT DRIVING TASK PROCEDURES AND CRITERIA" AT LEAST TWO OUT OF THREE TIMES FOR THE FOLLOWING CONCEPTS RELATED TO FREEWAY DRIVING: Merging, Exiting; WITH NO MORE THAN FIVE TOTAL ERRORS WHILE TRAVELING ON THE FREEWAY BETWEEN ENTRANCES AND EXITS FOR THE PURPOSE OF DEMONSTRATING MERGING AND DIVERGING FOR THE FOLLOWING CONCEPTS: Speed control, Steering control, Lane position, Lane selection, Lane changing, Assisting others to merge, Passing and being passed.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. View AAA 16mm film, "Freeway Driving, Making Critical Decisions." (This activity should be timed so that it comes when the majority of the students are about to be scheduled for the driving lesson including freeway, and should precede the teacher-led discussion using T8a.) (20 mins.)
2. Participate in a teacher-led discussion using Transparency Set T8a (July, 1986). (This activity should be the next classroom lesson following the film, "Freeway Driving, Making Critical Decisions," and should be timed so that it comes when the majority of the students are about to be scheduled for the driving lesson including freeway.) (20 mins.).

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 196-214; Drive Right for Safety and Savings, pp. 166-186; Drive Right, A Responsible Approach, pp. 196-218; Tomorrow's Drivers, Eighth Edition, pp. 147-153; or Sportsmanlike Driving, Eighth Edition, pp. 59-60.
2. Read Driver's Guide for the state of Washington, 6-85, pp. 33-34.
3. Read AAA pamphlet, "Freeway Driving Demands Special Skills."
4. Complete the JAG Software computer program "Driving Procedure Quizzes" either directly on the computer or on the quiz sheets provided by the teacher for the following concepts: Merging, Freeway Exiting.
5. Complete Activity 2 of Chapter 11, page 11-4 from Scott, Foresman and Co. Teacher Resource Book, 1987.
6. Complete Worksheet W8a (July, 1986). Study Sheet SS8a (July, 1986) is used with this worksheet.
7. Complete Worksheet W8b (July, 1986).
8. During Behind-the-Wheel lessons in the TSE car, practice application of procedures and processes for concepts related to freeway.
9. After successfully completing the Behind-the-Wheel lesson including freeway concepts, practice application of freeway concepts with parents or other qualified licensed persons.

EVALUATION

To pass Module 8 requires:

1. Successful completion of Evaluation E8 using Xxxxxx School District computer generated tests.
2. Successful completion of Behind-the-Wheel evaluation of the concepts listed for in car evaluation on a freeway.

TEACHER-LED DISCUSSIONS (Module 8)

(One page only)

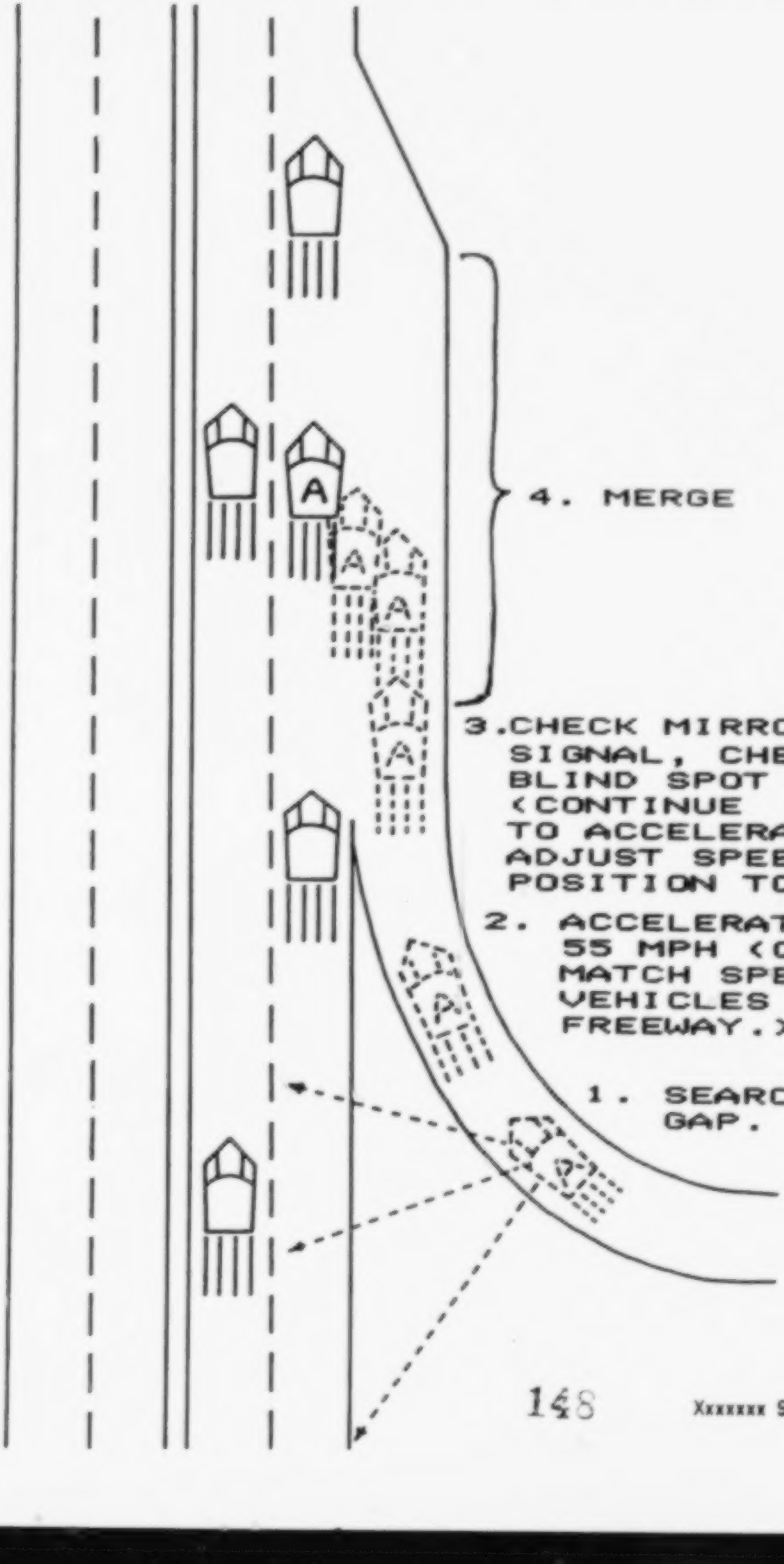
TRANSPARENCY SET T8a

Teacher-led discussion for this transparency set is self-explanatory in the diagram and "text" on each of the transparerencies.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T8a
Transparency #1 of 4

ENTERING A FREEWAY (MERGING)



4. MERGE

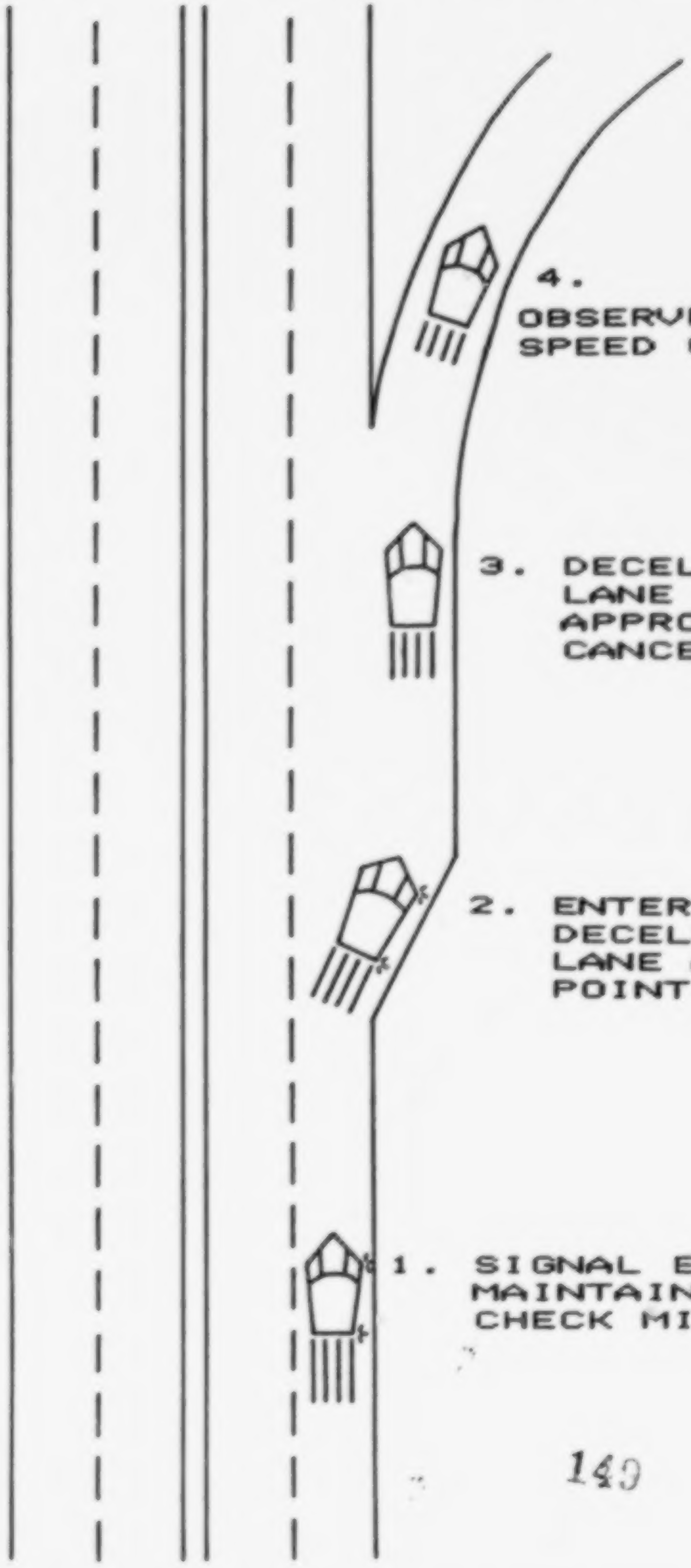
3. CHECK MIRRORS, SIGNAL, CHECK BLIND SPOT (CONTINUE TO ACCELERATE OR ADJUST SPEED AND POSITION TO GAP.)

2. ACCELERATE TO 55 MPH (OR MATCH SPEED OF VEHICLES ON FREEWAY.)

1. SEARCH FOR GAP.

TRANSPARENCY SET T8a
Transparency #2 of 4

LEAVING A FREEWAY (EXITING)
(With a Deceleration Lane)



4. OBSERVE THE EXIT SPEED ON THE RAMP.

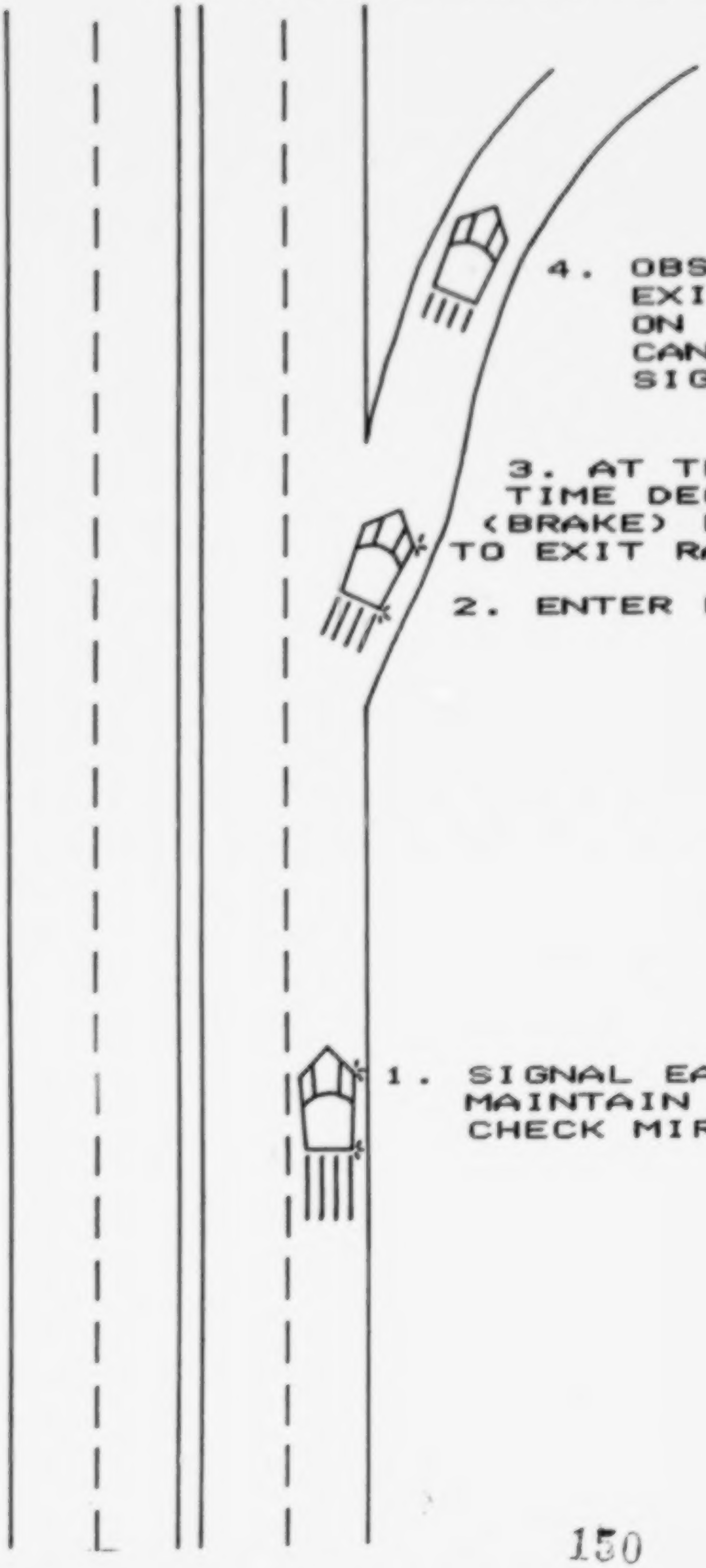
3. DECELERATE IN LANE AS YOU APPROACH RAMP. CANCEL SIGNAL.

2. ENTER THE DECELERATION LANE AT THIS POINT.

1. SIGNAL EARLY. MAINTAIN SPEED! CHECK MIRRORS.

TRANSPARENCY SET T8a
Transparency #3 of 4

LEAVING A FREEWAY (EXITING)
(No Deceleration Lane)



4. OBSERVE THE EXIT SPEED ON THE RAMP. CANCEL TURN SIGNAL.

3. AT THE SAME TIME DECELERATE (BRAKE) RAPIDLY TO EXIT RAMP SPEED.

2. ENTER EXIT RAMP

1. SIGNAL EARLY. MAINTAIN SPEED! CHECK MIRRORS.

TRANSPARENCY SET T8a
Transparency #4 of 4

"WEAVE/CRISSCROSS" ENTERING & EXITING LANE

CAR A HAS EXITED FROM AHEAD OF CAR B AND SLOWED TO RAMP SPEED.

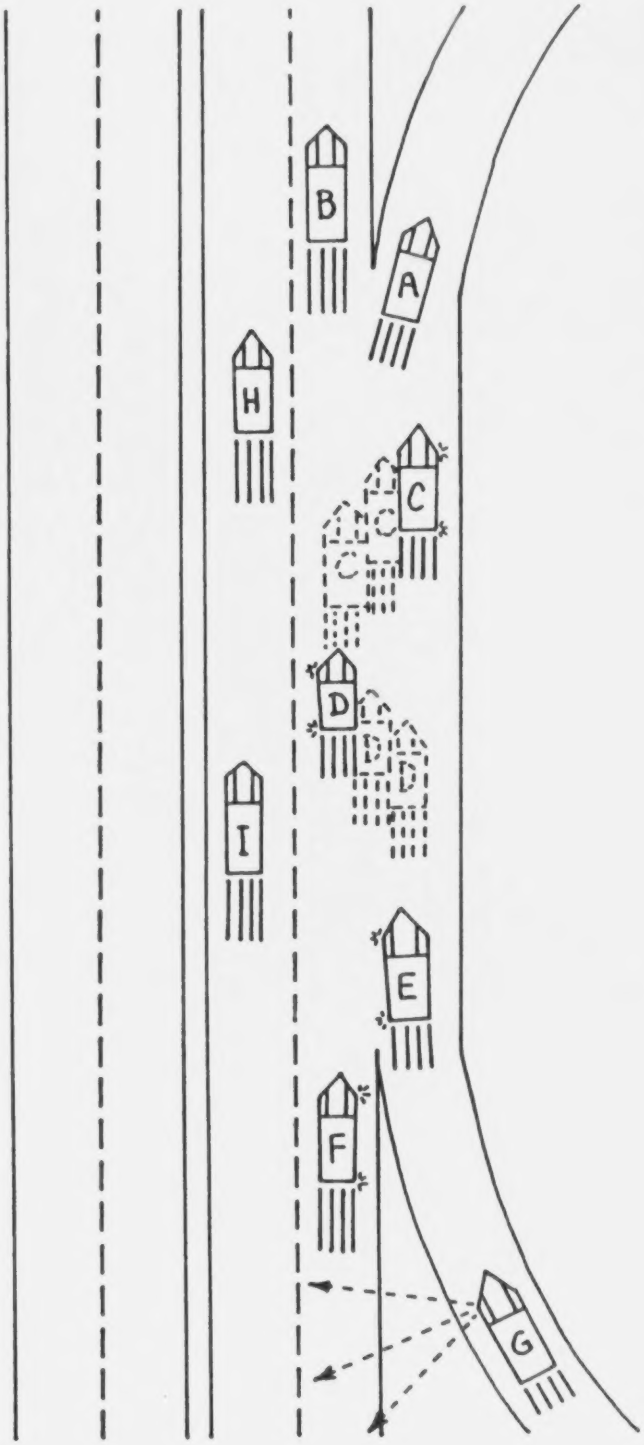
CAR B CONTINUED IN RIGHT LANE AFTER CAR A EXITED. NO CARS WERE MERGING.

CARS C & D CRISSCROSSED EXITING AND ENTERING COORDINATED BY THE DRIVERS AS CAR C WAS SLIGHTLY AHEAD OF CAR D WHEN CAR D GOT TO THE ENTRANCE LANE.

CARS E & F ARE ABOUT TO CRISSCROSS ENTERING AND EXITING IN OPPOSITE POSITIONS FROM CARS C & D. CAR F WILL PROBABLY HAVE TO SLOW SOME IN THE LANE TO EXIT BETWEEN CAR E & CAR G.

CAR G IS SEARCHING FOR A GAP AND BEGINNING TO ACCELERATE. THE DRIVER IS READY TO ADJUST TO TRAFFIC IN THE RIGHT LANE, ESPECIALLY THOSE WANTING TO EXIT.

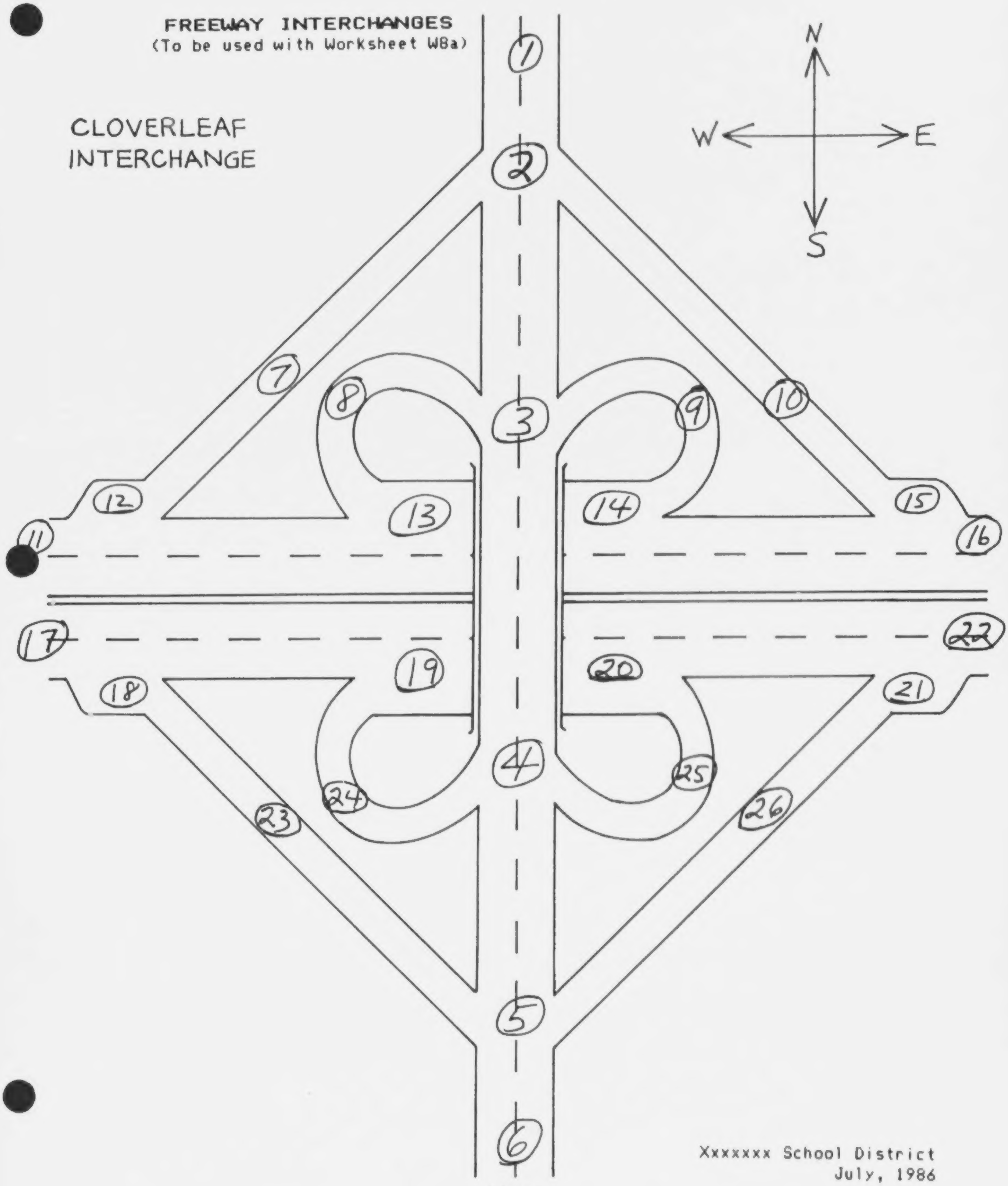
CARS H & I (THROUGH TRAFFIC) MOVED TO THE LEFT LANE TO AVOID THE CONGESTION IN THE RIGHT LANE.



Xxxxxxx School District
July, 1986

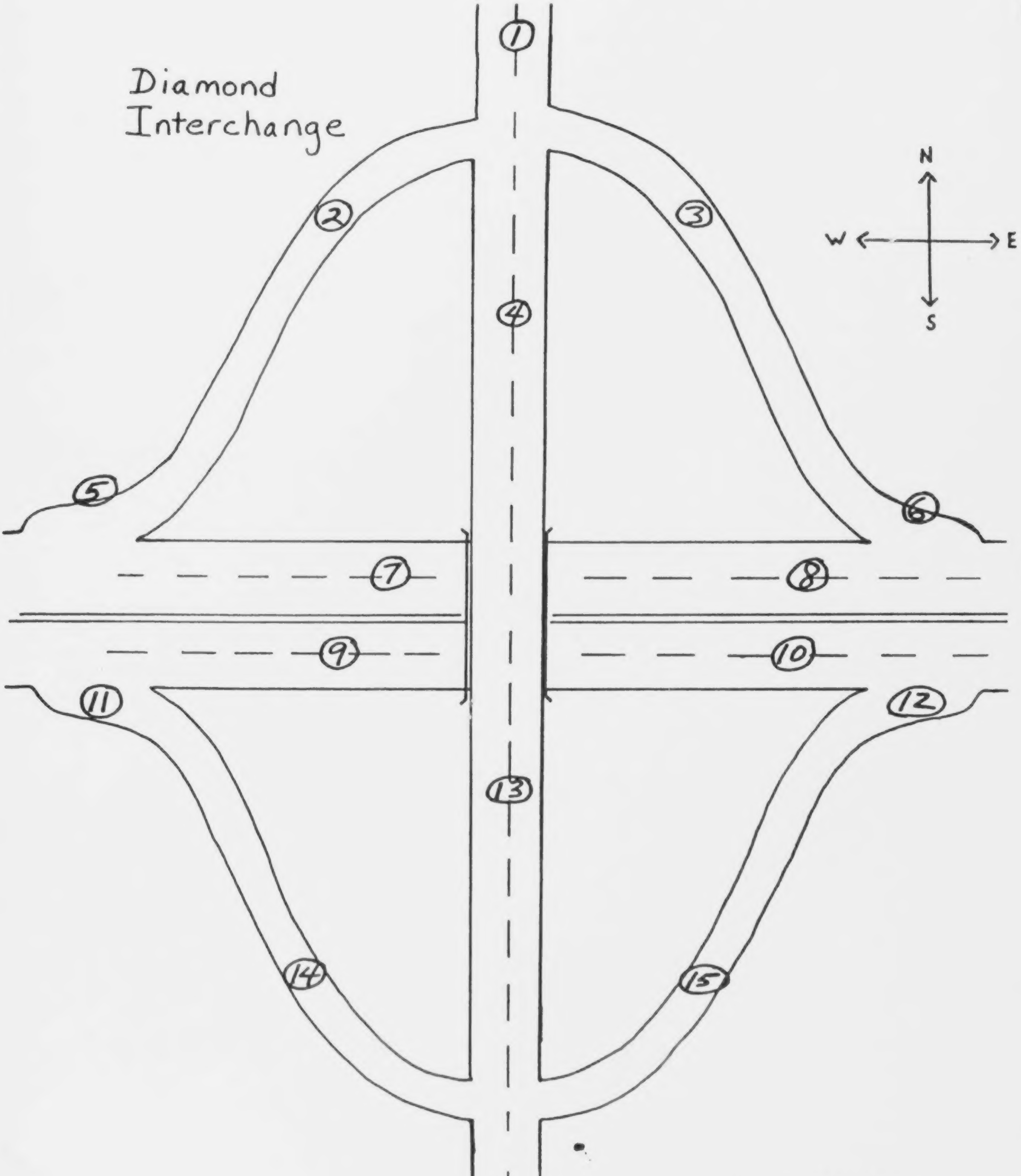
STUDY SHEET SS8a
(Page 1 of 2 pages)

FREEWAY INTERCHANGES
(To be used with Worksheet W8a)



Xxxxxxx School District
July, 1986

STUDY SHEET SS8a
(Page 2 of 2 pages)



Xxxxxxx School District
July, 1986

WORKSHEET W8a

(Page 1 of 2 pages)

Name____ Date__________________

FREEWAY INTERCHANGE PROCEDURES

Directions: Using the diagram of the "Cloverleaf" freeway interchange on page 1 of Study Sheet SS9a, answer the following questions by placing an "X" on the line in front of the correct answer.

1. Your car is northbound at point 4. To go west, you must pass points:

____A. 3, 2, 7, and 12. ____B. 3, 9. and 14.

2. Your car is northbound at point 6. To go east you must pass points:

____A. 4, 3, 8, and 13. ____B. 4, 3, 2, 10, and 15. ____C. 5, 26, and 21.

3. Your car is eastbound at point 17. To go north, you must pass points:

____A. 25, 4, and 3. ____B. 15, 10, 2, and 1.

4. It is legal to back up from point 19 if you missed your exit to go south.

____A. Yes ____B. No

5. Your car is westbound at point 16. To go south you must pass points:

____A. 21, 26, 5, and 6.. ____C. 13, 8, 3. and 4.

____B. 15, 10, 2, and 3. ____D. 19, 24, 4, and 5.

6. From point 17 you can only go west or north safely and legally.

____A. Yes ____B. No

7. A southbound car at point 1 has how many choices of direction to travel?

____A. One ____B. Two ____C. Three ____D. Four

8. Point 12 is known as a:

____A. Acceleration lane ____C. Deceleration lane

____B. On-ramp ____D. None of these

9. Points 7 and 23 both indicate the same type of lane.

____A. Yes ____B. No

10. If you are westbound at point 22, you are in the wrong lane.

____A. Yes ____B. No

11. At point 19 you can go either north or south safely and legally.

____A. Yes ____B. No

12. To go north from the freeway you would have to use off ramp #10 or #25.
____A. Yes ____B. No

WORKSHEET W8a
(Page 2 of 2 pages)

Directions: Using the diagram of the "Diamond" freeway interchange on page 1 of Study Sheet SS9a, answer the following questions by placing an "X" on the line in front of the correct answer.

1. Your car is northbound at point 16. You must pass point 14 to go west.

____A. True ____B. False

2. Your car is northbound at point 16. To go west you must pass points 13, 4, and 2.

____A. True ____B. False

3. Your car is northbound at point 16. To go east you must pass points 4, 3, and 6.

____A. True ____B. False

4. Your car is southbound at point 1. To go west you must pass points 2 and 5.

____A. True ____B. False

5. Points 5, 6, 11, and 12 are known as acceleration lanes.

____A.True ____B. False

6. Your car is westbound at point 8. To go north you must:

____A. Pass points 5, 2, and 1.

____B. Pass points 11, 14, and 13.

____C. Back up and go past points 6, 3, and 1.

____D. Forget it, you missed your exit.

7. Your car is northbound at point 13. To go west you must turn:

____A. Right past point 3. ____B. Left past point 2.

8. You are going east at point 9. You are about to pass under:

____A. A tunnel. ____C. An off-ramp.

____B. An overpass. ____D. A deceleration lane.

9. You are southbound at point 4. To go east you must pass through points:

____A. 13, 15, and 12. ____B. 13, 14, and 11.

10. Your car is passing point 14 in a southerly direction. To go north, you must turn left past point 13. To go south you must turn right past point 16.

____A. True ____B. False

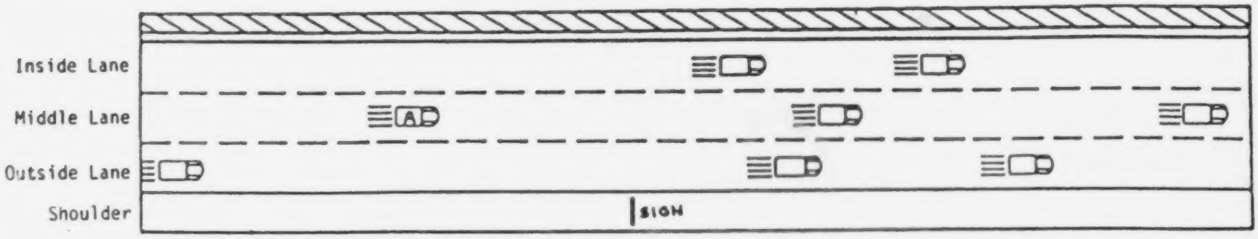
WORKSHEET W8b

(Page 1 of 2 pages)

Name_______________________________________ Date___________________

MERGING, EXITING, LANE SELECTION

1. You are the driver of Car A in the following diagram. The sign in front of you to the right reads: "RAINIER -- NEXT FIVE EXITS," followed closely by another sign which reads "EXIT 101, 1st AVENUE, 1 MILE; EXIT 103, 20th AVENUE, 2 1/2 MILES."



   a. If you are not getting off the freeway in Rainier, which lane should you choose to travel in? Why?

   b. If you will be using the first or second exit, should you stay in the lane you are in now? Why?

   c. If you will be using any of the 3rd, 4th, or 5th exits, which lane should you travel in at this point? Why?

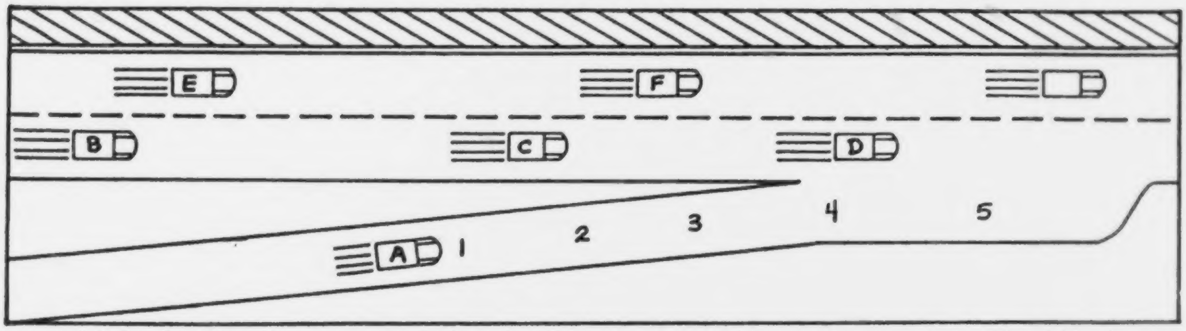
   d. If you are traveling about 55 MPH and the "pack" of six cars ahead is traveling about 50 MPH, what action should you take? Why?

   e. If the speeds were the same as in d) and the two cars in the lane next to the divider moved into the center lane, what would you do? Why?

   f. Under what circumstances would you use the lane next to the divider?

WORKSHEET W8b
(Page 2 of 2 pages)

2. a. You are the driver of Car A in the following diagram. On the lines in front of the statements below, write the number of the position shown in the diagram at which you would perform the action described for entering the freeway.



____Look ahead, glance over left shoulder and see if you have correctly timed entrance into gap.

____Watch your gap move, and time your entrance to meet it.

____Take quick glances at freeway traffic to pick gap to enter when you reach the expressway.

____Use acceleration lane to accelerate to expressway speed.

____Enter freeway at or near freeway speed and use your gap to merge with traffic.

b. As the driver of Car A, where do you expect your gap to be upon entering the freeway?

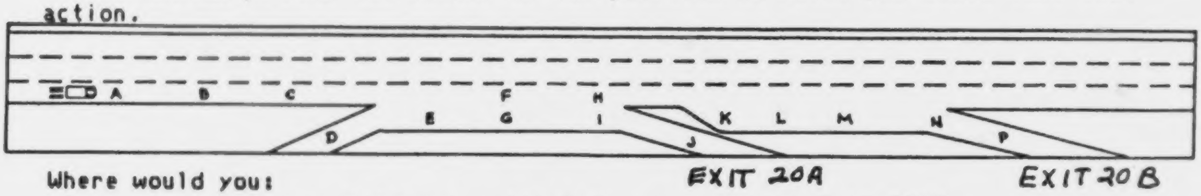
(1) Between C & D? ____Yes ____No Explain why or why not.

(2) Between C & E? ____Yes ____No Explain why or why not.

(3) Between B & C? ____Yes ____No Explain why or why not.

(4) After B? ____Yes ____No Explain why or why not.

3. You are the driver of the car in the diagram below. On the lines in front of each of the actions, write the letter of the position at which you would take that action.



Where would you:

a) ____turn on your right turn signal for a turn into Exit 20A?
b) ____turn on your right turn signal for a turn into Exit 20B?
c) ____enter the deceleration lane for Exit 20A?
d) ____enter the deceleration lane for Exit 20B?
e) ____begin to decelerate for Exit 20A?
f) ____begin to decelerate for Exit 20B?
g) ____be slowed to the posted ramp speed for Exit 20A?
h) ____be slowed to the posted ramp speed for Exit 20B?

If, at position A or B, you see cars on the entrance ramp at position D, describe how that would affect where you enter the deceleration lane for Exit 20A?

(One page only)

Module 9: COMPLEX DRIVING

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 75% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON CONCEPTS RELATED TO APPLICATION OF DRIVING TASKS TO COMPLEX CITY ENVIRONMENT.

IN THE TSE CAR THE STUDENT WILL DEMONSTRATE CORRECT PROCEDURES AND PROCESSES AS OUTLINED IN "Xxxxxxx SCHOOL DISTRICT DRIVING TASK PROCEDURES AND CRITERIA" BY DRIVING ALONG A PRE-DETERMINED ROUTE OF APPROXIMATELY 10 MINUTES IN LENGTH IN THE COMPLEX GRID OF A LARGE CITY BUSINESS AREA DURING TIMES OF MODERATE TO HEAVY TRAFFIC, WITH NO MORE THAN 20 TOTAL ERRORS ON THE FOLLOWING CONCEPTS: Speed control, Steering control, Right turns, Left turns, Lane position, Lane changing, Lane selection, Intersecting, Following, Being followed, Traffic alongside, Meeting on-coming cars, and Passing on multiple lane streets.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. Participate in a teacher-led discussion on "Some Differences in Complex City Driving; Lane Selection Related to Environment," (July, 1986) including Transparency Set T9a (July, 1986) and Study Sheet SS9a (July, 1986) for part of the discussion. (Students may or may not have completed the evaluation for this independent module. This activity should be timed so that it would come shortly before the majority of students are ready to be scheduled for the BTW lesson on application of driving tasks to complex city.) (35 mins.)
2. Participate in a teacher-led discussion on lane selection for turns on multiple lane streets using Transparency Set T9b. (July, 1986). (Students may or may not have completed the evaluation for this independent module. This activity should be timed so that it comes when the majority of students have begun work on Module 9. W9a is related to this Transparency Set.) (25 min).

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 156-172; Drive Right for Safety and Savings, pp. 118-139; Drive Right, a Responsible Approach, pp. 148-170; Tomorrow's Drivers, Eighth Edition, pp. 121-125, 130-132; or Sportsmanlike Driving, Eighth Edition, pp. 68-70.
2. Read Study Sheet SS9a (July, 1986).
3. Complete Worksheet W9a (July, 1986).
4. Complete Worksheet W9b (July, 1986) Use Study Sheet SS9b (July, 1986) for resource for page 1 of the worksheet.
5. During Behind-the-Wheel lessons in the TSE car, practice application of the driving tasks to complex city environment as directed by the teacher.
6. After successfully completing the Behind-the-Wheel lesson for application of the driving tasks to complex city environment, practice in a complex city environment with parents or other qualified licensed persons.

EVALUATION

To pass Module 9 requires:

1. Successful completion of Evaluation E9 using Xxxxxxx School District computer generated tests.
2. Successful completion of the Behind-the-Wheel evaluation of the concepts listed for in car evaluation while applying driving tasks to complex city environment.

SOME DIFFERENCES IN CITY DRIVING; LANE SELECTION RELATED TO ENVIRONMENT

Transparency Set T9a & Study Sheet SS9a

Directions: Inform the students of the points in Part A. Ask the students the questions in Part B. Some questions will be accompanied by Overhead Transparencies, Set T9a.

A. 1. "Heavy" city driving differs from "other" driving because there is a greater congestion of vehicles, more noise and confusion, (more) traffic control devices, and many pedestrians.

2. Application of human functions, IPDE, becomes ever more important.

3. The basic meaning of traffic lights is red means stop, yellow or amber warns that the light is turning red, and green means you can go--BUT--there is more to it than that for yellow and green. Yellow or amber means: Clear the intersection as soon as possible, do not enter the intersection; green means go ONLY if it's safe and that means that the driver should check left and right (quickly) before entering the intersection to be sure all cars are heeding the red light and stopping.

4. In heavy city traffic, you may not be able to separate hazards to one at a time or may have no room to compromise distance from a hazard. You will need to strike a medium between keeping to the minimum (comprising risks) the number of hazards you must encounter at the same time and keeping up with the traffic flow. And that takes work and constant attention.

B. 1.a. What is probably the best lane of travel on a 3-lane one-way street?
Answer: Middle lane.

b. Why?
Possible Answer: It affords the best vision; it provides the greatest continuous traffic flow.
Possible Answer: Need to make right or left turn within a short distance.

2.a. What is a stale green light?
Possible Answer: One that has been green for some time; one where the "don't walk" light is flashing or on steady.

b. What should be your action' when you observe a stale green light?
Possible Answer: Expect the light to turn amber and therefore, be prepared to stop.

3. If you hear or see an emergency vehicle and you are in heavy traffic and there seems to be no room "to pull off to the side," what should you do?
Answer: Stop where you are--with qualifications.

4. What should you be looking at to determine whether a street is a one-way street? And where?
Possible Answers: One-way signs, located on sign and signal control posts (usually stop signs and signal lights or posts located near the corner of the intersection; the way signs are facing; pavement markings (white dividers); the way parked cars are facing; traffic in all lanes going the same direction.

5. Transparency #1, T9a: What particular hazard do you as the driver of Car A need to be on the lookout for?
Possible Answer: Drivers, trapped in the left lane and wanting to go straight, changing quickly into the right lane.

6. (Ask the following questions for each transparency). (1) If you are traveling straight through for some distance which lane would you chose? (2) Making a right turn within six blocks? (3) Making a left turn within six blocks? Justify each answer.

a. Transparency #2, T9a
Possible Answers #2: (1) Inside lane--safe lane, buildings block view of cross streets, booby traps right beside right lane because of left turn lanes there is little interference with traffic flow; (2) Right lane--with heavy traffic it may be difficult to get over in time; (3) Inside lane--for all the same reasons above.

(Continued next page)

TEACHER-LED DISCUSSIONS (Module 9)
(Page 2 of 3 pages)

b. Transparency #3, T9a.

Possible Answers #3: (1) Inside lane, if there are few cars making left turns--safe lane again because of visibility; right lane, if left turning traffic tends to hold up traffic flow in the inside lane--a compromise between the "safer lane" and being caught in congestion (Remind the students that travel in the right lane puts them often in the situation shown in T9a, #1); (2) Right lane--for second reason in #1, and may not be able to get over in time from the lane in moderate to heavy traffic; (3) Inside lane--may not be able to get over in time from the right lane in moderate to heavy traffic.

c. Transparency #4, T9a.

Possible Answers #4: (1) Right lane usually--best to use right lane except to pass, visibility is good because buildings are back from the street, traffic flow should be better in right lane; (2) Right lane--same reason as in #1 and same reason as given before for being prepared for turn; (3) Inside lane--as before, may be hard to get into left lane at the last minute if traffic is moderate to heavy.

Note--Inform the students that there are literally thousands of situations that could be put on transparencies and these questions and other questions discussed. It is hoped that the principles and ideas used here will carry over into decisions they will have to make in the many other situations.

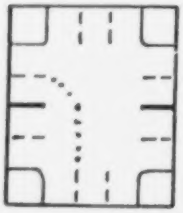
d. Study Sheet SS9a - Review all the items item by item on the study sheet.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T9b

Transparency #1, T9b: Two Way - One Way Intersection

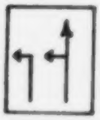
Tell the students the direction they are going.	Tell the students the direction you want them to go.	Ask the students from what lane they should turn.	Ask the students what lane they should turn into.
a. North	West	1	12
b. West	North	7	8
c. North	East	3	4
d. North	West	2 (When allowed)	11
e. West	North	6 (When allowed)	9
f. East	North	13	10
g. East	North	14 (When allowed)	9



(Draw "dots" in the appropriate curve connecting the lines between 1 and 2 and 11 and 12)

h. North	West	1	12
		2	11

Ask: What kind of sign must be in place before the intersection in h. (Have the students describe this sign and you or a student draw it on the chalkboard.)



Ask: Is it likely that a left turn would be allowed from a situation like lane 14?
Answer: Extremely Rare

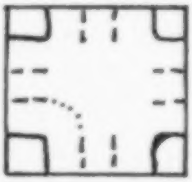
Ask: Is it likely that a right turn be allowed from a situation like lane 6?
Answer: Qualified Yes - Not Often

(Continued next page)

TEACHER LED DISCUSSIONS (Module 9)
(Page 3 of 3 pages)

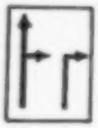
Transparency #2, T9b: One Way - One Way Intersection

Tell the students the direction they are going.	Tell the students the direction you want them to go.	Ask the students from what lane they should turn	Ask the students what lane they should turn into.
a. North	West	1	12
b. West	North	6 / 5	7(8) / 9
c. North	West	2 (When allowed)	11



(Note: The dotted line drawn between lanes 5 & 6 and 8 & 9 is not in error. This type of channeling is used in some cities where the traffic needs to be directed to the far side of the street for one reason or another.)

Draw in dots (with water soluble overhead transparency pen) that would probably be there if turn allowed from lane 2 north to go west.



Ask: What kind of sign must be in place before the intersection when going west? (Have students describe this sign and you or a student draw it on the chalkboard.)

Transparency #3, T9b: Two Way - Two Way Intersection

Tell the students the direction they are going.	Tell the students the direction you want them to go.	Ask the students from what lane they should turn.	Ask the students what lane they should turn into.
a. North	West	3	17
b. South	East	13	8
c. West	North	10	11
d. East	South	19	1
e. East	North	18	12
f. North	East	5 and 6	7
g. West	South	9	2
h. South	West	15	16
i. North	West	4 (When allowed)	16
j. South	East	14 (When allowed)	7
k. East	South	18 (When allowed)	2

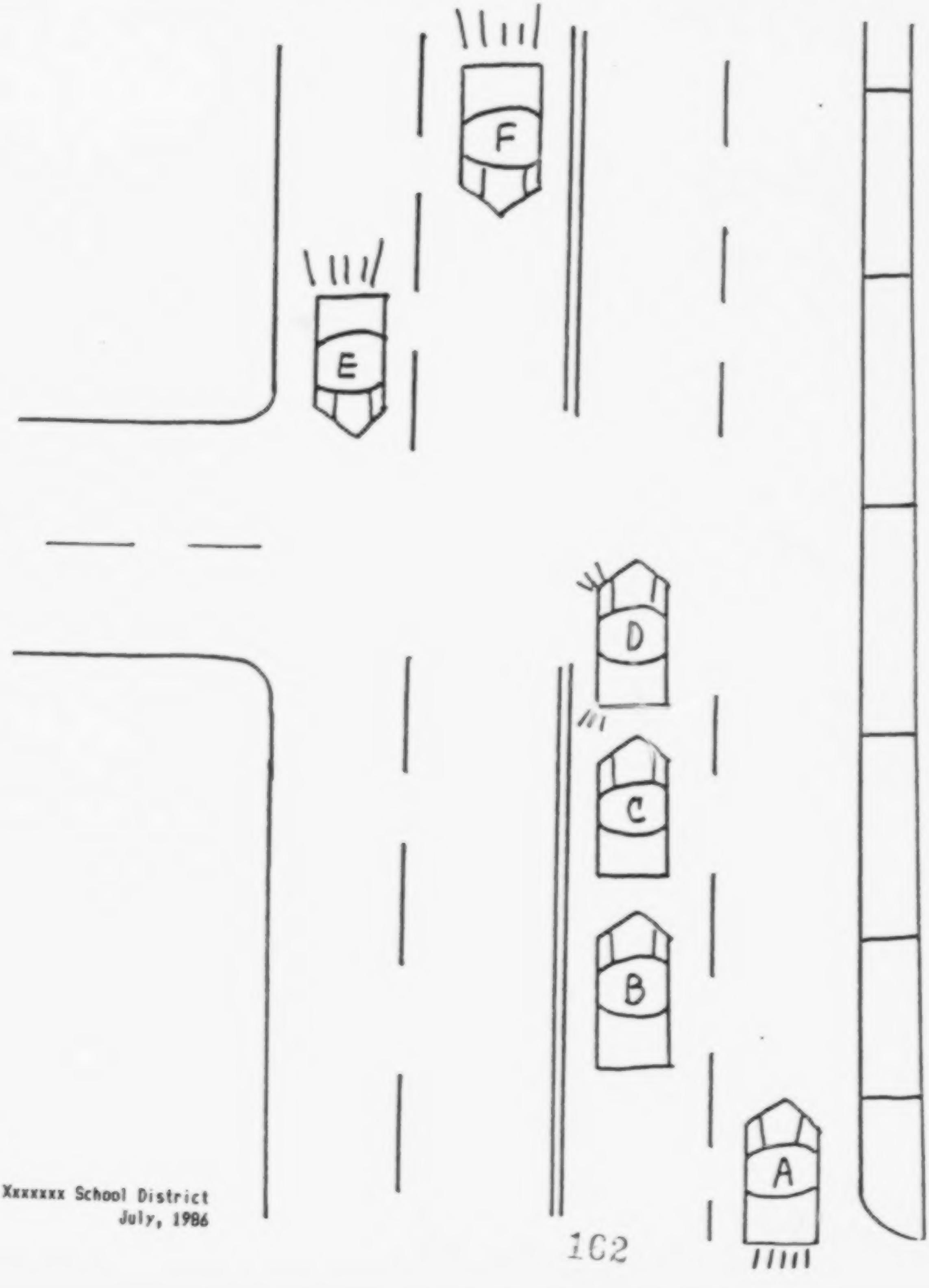
Ask: What lane should you "probably" travel in going north if you intend to travel straight through?
Answer: 4/12

Ask: ...going south straight through?
Answer: 14/2

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T9a
Transparency #1 of 4

LEFT TURN STRING OF CARS "TRAP"



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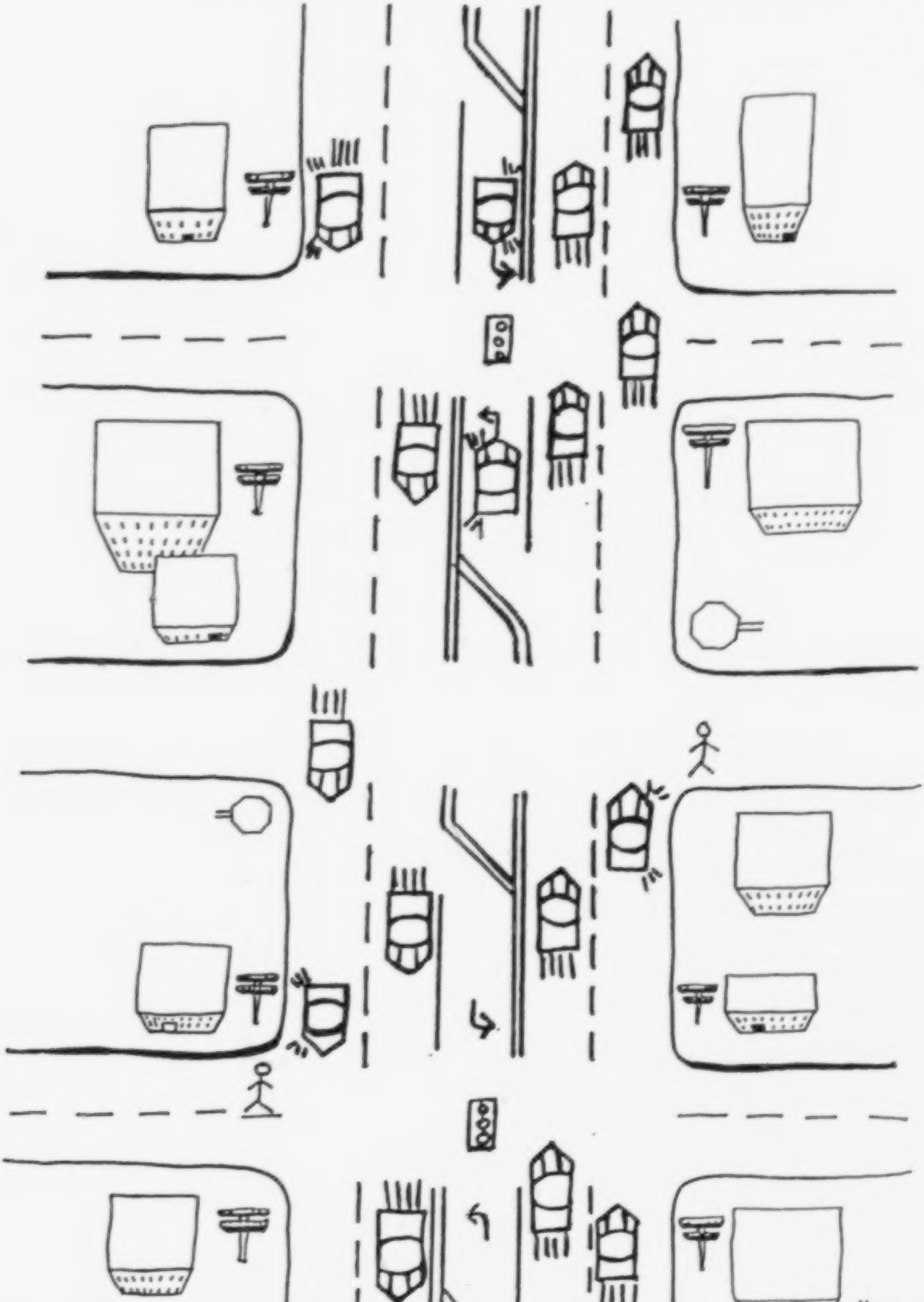
TRANSPARENCY SET T9a
Transparency #2 of 4

LANE SELECTION - ENVIRONMENT



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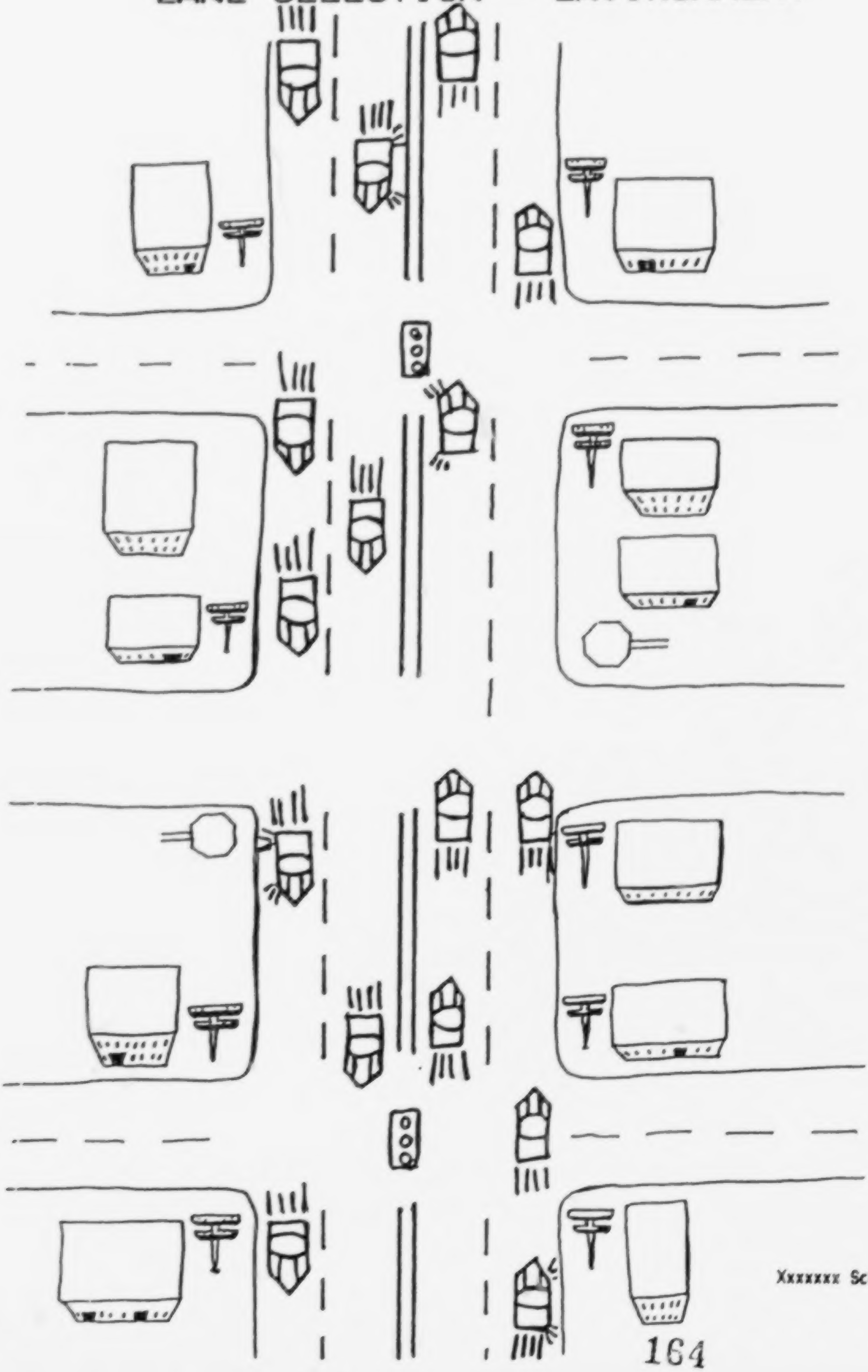
July, 1986

TRANSPARENCY SET T9a
Transparency #3 of 4

LANE SELECTION - ENVIRONMENT



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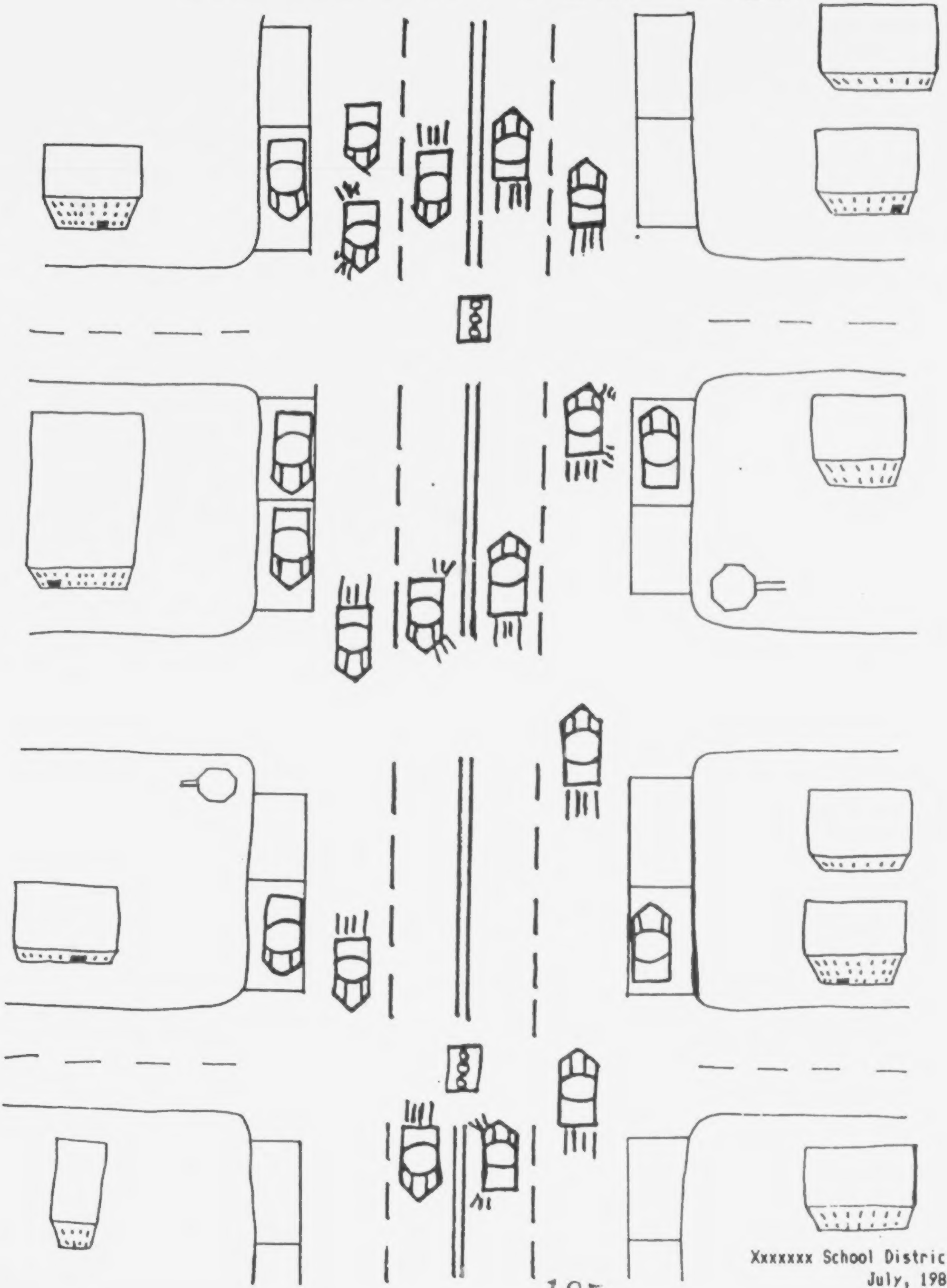
July, 1986

TRANSPARENCY SET T9a
Transparency #4 of 4

LANE SELECTION - ENVIRONMENT



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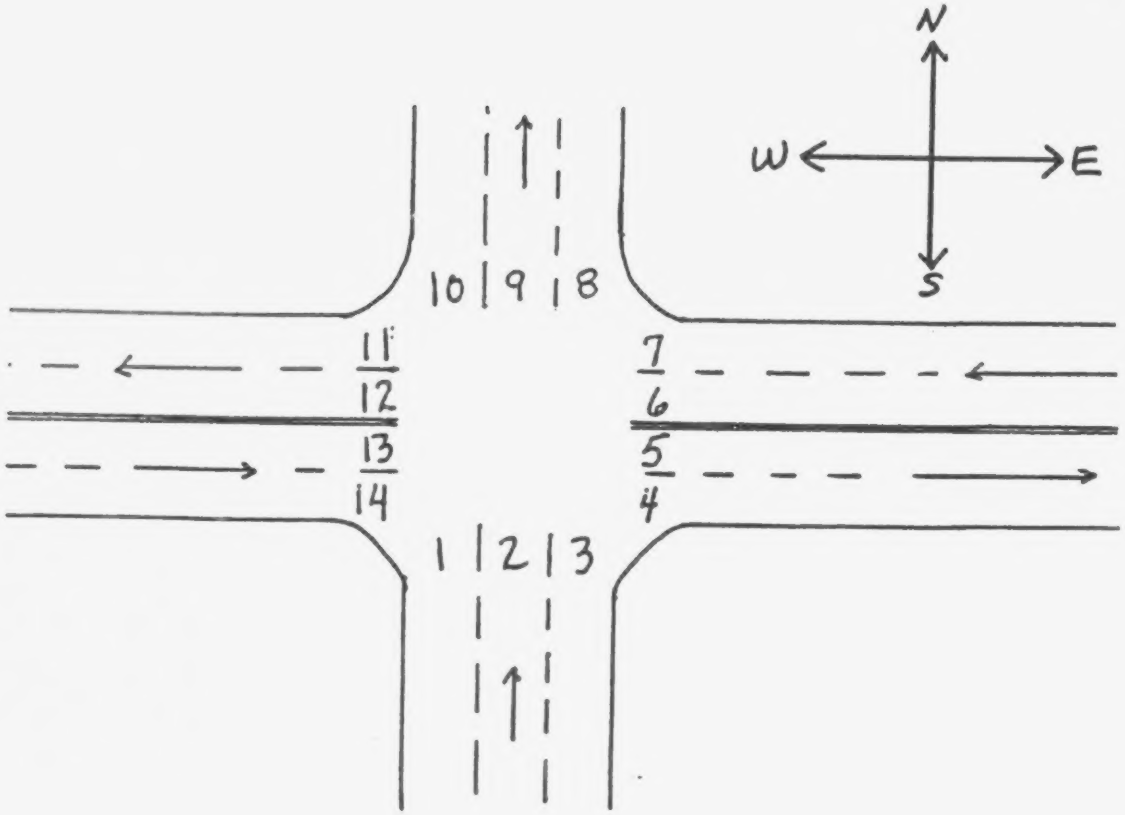
July, 1986

TRANSPARENCY SET T9b
Transparency #1 of 3

TWO WAY - ONE WAY INTERSECTION



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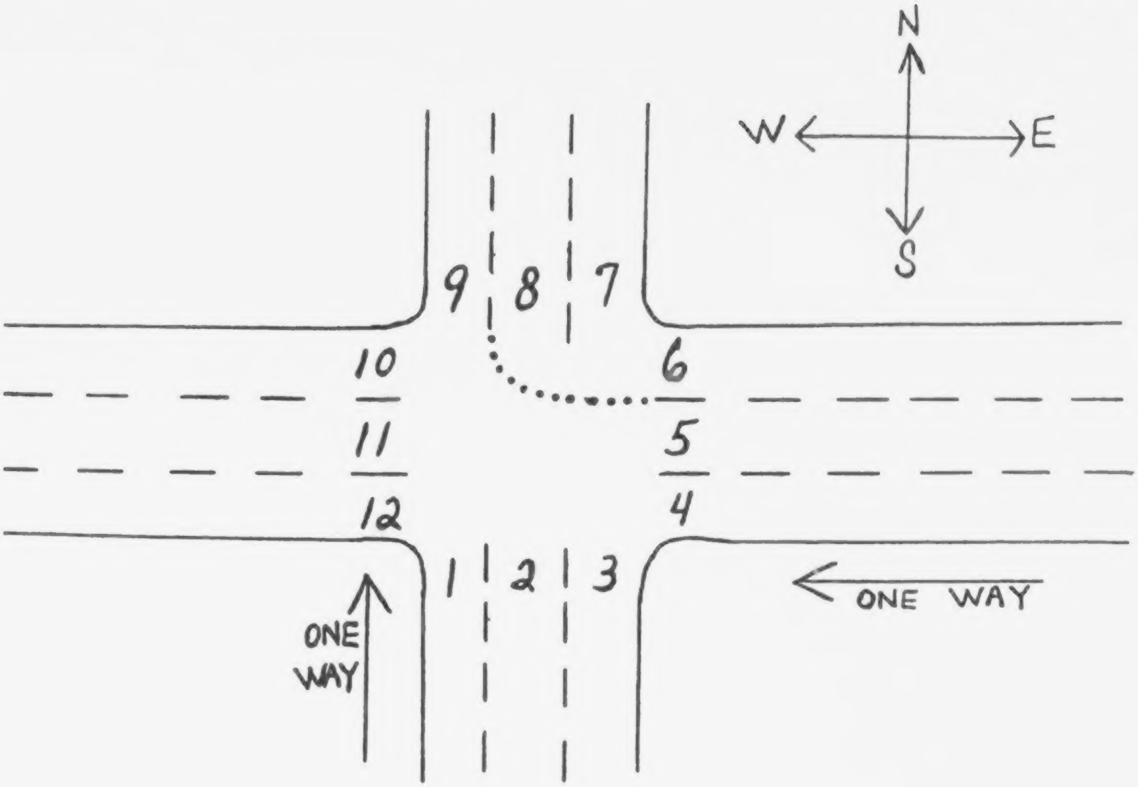
July, 1986

TRANSPARENCY SET T9b
Transparency #2 of 3

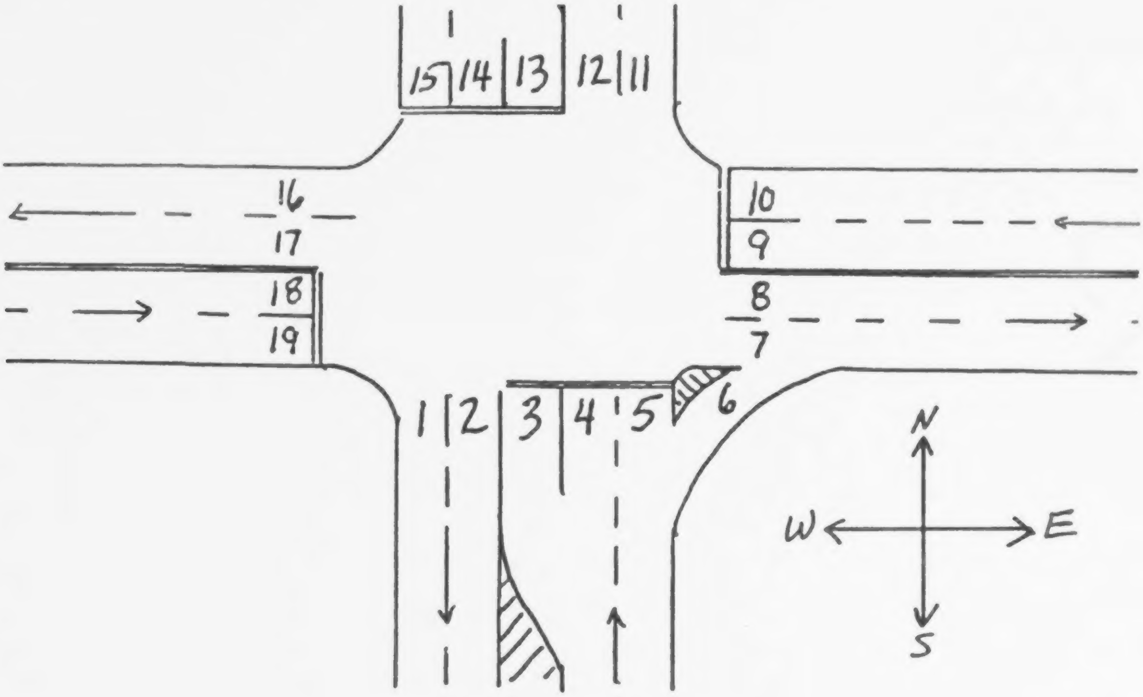
ONE WAY - ONE WAY INTERSECTION



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T9b
Transparency #3 of 3

TWO WAY - TWO WAY INTERSECTION



Xxxxxxx School District
July, 1986

STUDY SHEET (SS9a)

(One page only)

APPLYING DRIVING TASKS TO COMPLEX CITY

The following are some items that a driver must be especially alert to when applying the various traffic flow driving tasks when driving in moderate to heavy traffic in a complex city street grid.

1. MOVE WITH THE FLOW OF TRAFFIC. Drive so that you are not "passing" other traffic or it is not "passing" you by keeping your speed basically the same as the other vehicles around you.
2. IDENTIFY AND PREDICT TRAFFIC STOPPAGE THAT COULD TRAP YOU IN AN INTERSECTION ON A CHANGE OF TRAFFIC LIGHT. Watch traffic ahead to see if it can keep moving, so that if you enter an intersection, you will be able to get completely through it before you'd have to stop. (e.g., Look for cars stopping to parallel park, or note if the traffic light one block ahead has turned red and there is a "solid line" of cars ahead of you.)
3. PLAN ENOUGH AHEAD TO BE IN THE CORRECT LANE IF YOU NEED TO TURN. In heavy traffic it is sometimes very difficult to make a lane change even in 2 or 3 blocks, so if your route requires a turn, get into the lane you need "well" ahead of time.
4. POSITION ON TURNS EXTRA IMPORTANT. Although always something drivers should remember, moving well to the right or left on turns, especially when pedestrians using the crosswalk may hold them up, is important in moving traffic and keeping added congestion down.
5. IDENTIFY STREETS AS ONE-WAY OR TWO-WAY. With all the other "distractions" that are present in a complex street grid and heavy traffic, one thing a driver doesn't need is to turn into a one-way street the wrong way, or onto the wrong side of a two-way street. One-way streets are usually marked on the street signs and with a sign close to the overhead traffic light if there is one. Practice in recognition should be an early part of the first time and subsequent times in driving in the city.
6. ANTICIPATE "BLOCKAGE" OF LANES AND SELECT THE LANE THAT WILL ENABLE YOU TO MOVE ALONG THE QUICKEST WITH THE LEAST CONFLICT. Right turning and left turning traffic that has to wait for pedestrians is usually what "blocks" lanes the most. Choose the lane to travel in that the configuration of pedestrian and vehicle patterns would least be affected by this. Sometimes it is wise to change lanes a time or two, but don't switch back and forth as the conflict that could be caused by switching is usually more dangerous than being "blocked" by congestion for a short time.
7. LEFT TURNS FROM A MAJOR STREET IN A COMPLEX CITY STREET GRID ARE USUALLY DOUBLY DIFFICULT BECAUSE OF THE NECESSITY TO YIELD TO ON-COMING TRAFFIC AND PEDESTRIANS IN THE CROSSWALK TO THE LEFT. Picking a gap in the on-coming traffic without being alert to potential pedestrians in the left crosswalk can often result in having to stop in the on-coming lanes, ending up blocking traffic and causing a potential collision.
8. THERE ARE TIMES WHEN THERE IS NO GAP IN A LANE THE DRIVER NEEDS TO CHANGE TO. The procedure then is to "force" or "ask" for entry into the lane by turning on turn signals, positioning the car, and gaining eye contact to get other drivers to cooperate in "forming" the needed gap. Remember to be cooperative when someone next to you needs to change lanes and there is no gap.
9. OFTEN IN HEAVILY TRAVELED AREAS, TURNS ARE ALLOWED OUT OF MORE THAN ONE LANE TO THE SAME DIRECTION. When using either of the lanes, it is important to scan/check the "other turning" lane to be sure drivers using it are not crossing over into your lane. But, of course, it is important that you maintain your vehicle in the "same lane" throughout your turn, too.
10. YOU SHOULD ALWAYS BE APPLYING IPDE AND THE SMITH SYSTEM RULES/KEYS TO YOUR DRIVING, BUT IT IS ESPECIALLY IMPORTANT WHEN DRIVING IN MODERATE TO HEAVY TRAFFIC IN A COMPLEX STREET GRID.

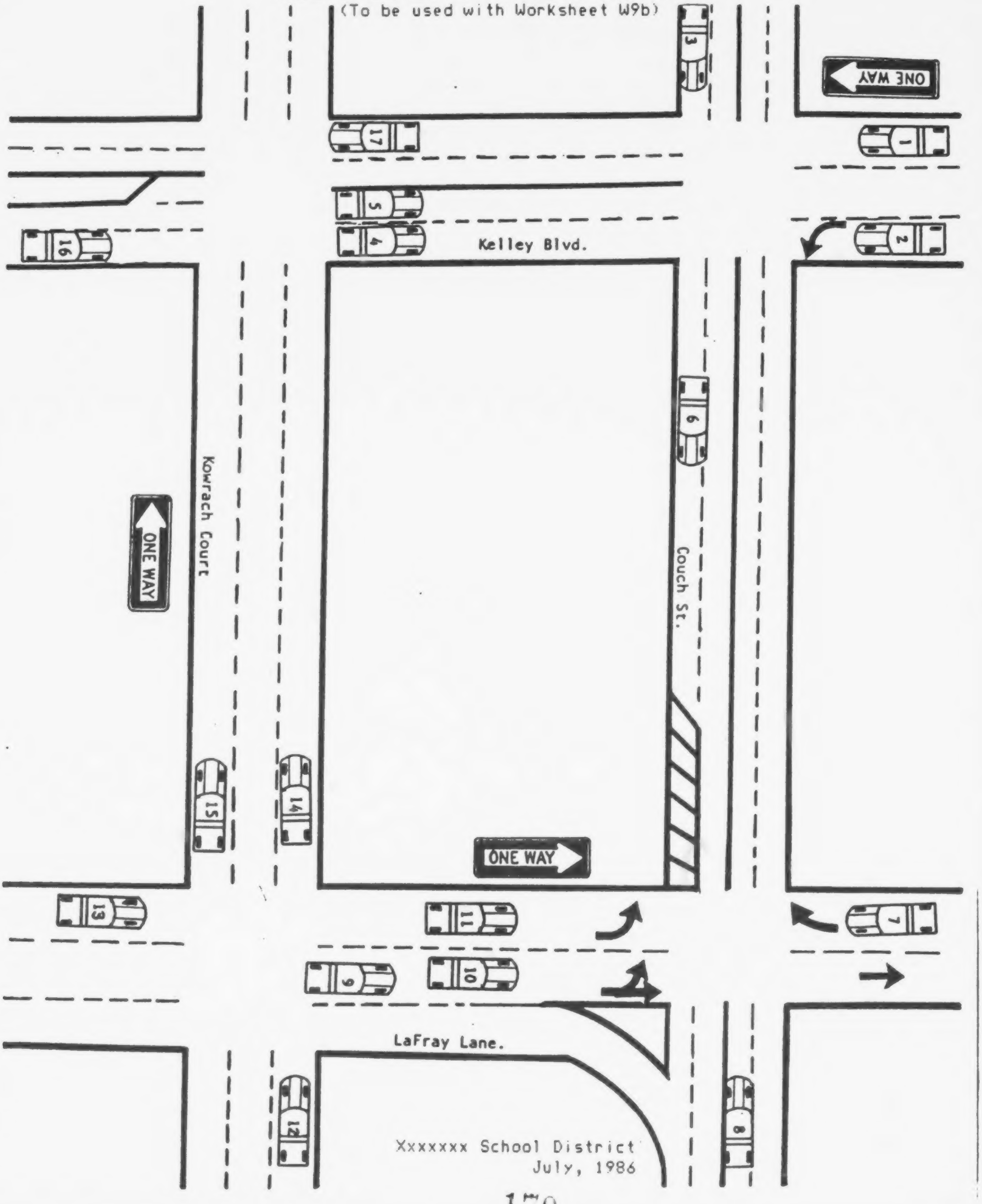
Xxxxxxx School District
July, 1986

STUDY SHEET SS9b

(One page only)

MULTIPLE LANE SITUATIONS CHART

(To be used with Worksheet W9b)



Xxxxxxx School District
July, 1986

WORKSHEET W9a

(Page 1 of 2 pages)

Name______________________________________ Date____________________

LANE SELECTION FOR TURNS ON MULTIPLE LANE STREETS

Note: As a rule of thumb when you are turning from or into a multiple-lane street, you should make left turns from the furthest legal lane to the left into the furthest legal lane to the left, and right turns from the furthest legal lane right into the furthest legal lane to the right.

On multiple-lane streets where more than one lane is permitted to turn, you should turn into the same lane as the one from which you turned (e.g., if turning left from the 2nd legal lane from the left, you should turn into the 2nd legal lane from the left, and so on). However, you should follow the pavement markings if a different procedure is expected at a particular intersection.

Directions: Write the number of the correct lane or the letter of the correct answer on the line in front of the question.

TWO-WAY, ONE-WAY INTERSECTION (Figure 1)

____1. You are going East, and want to go North. You should turn into which lane - lane 8, 9, or 10?

____2. You are going North, and want to go West. You should turn from which lane - lane 1, 2, or 3?

____3. You are going North, and want to go West. You should turn into which lane - lane 11, 12, 13, or 14?

____4. You are going North, and want to go East. You should turn into which lane - lane 4, 5, 6, or 7?

____5. You are going North, and want to go East. You should turn from which lane - lane 1, 2, or 3?

____6. You are going North, and want to continue through the intersection to the North. The best lane would be: lane 1, 2, or 3?

____7. If a right turn is permitted from lane 2, you should turn into which lane - lane 4, 5, 6, or 7?

____8. If a left turn is permitted from lane 2, you should turn into which lane - lane 11, 12, 13 or 14?

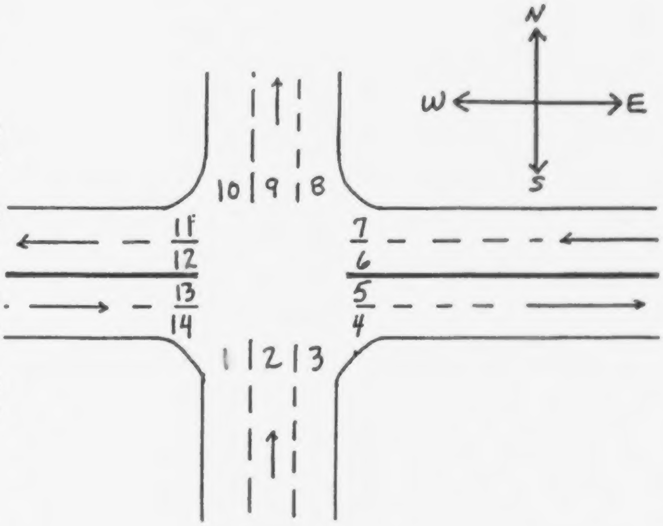


FIGURE 1

ONE-WAY STREETS (Figure 2)

____1. You are going North and want to turn West. You should turn from which lane - lane 1, 2, or 3?

____2. You are going North and want to go West. You should turn into which lane - lane 10, 11, or 12?

____3. You are going West and want to go North. You should turn from which lane - lane 4, 5, or 6?

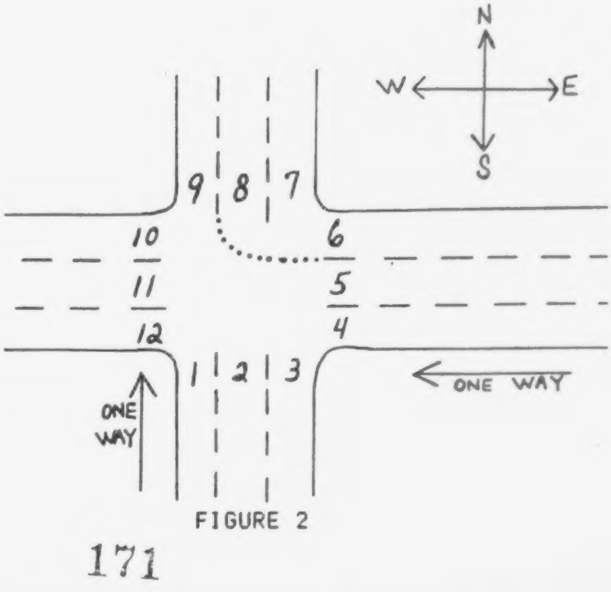


FIGURE 2

WORKSHEET W9a

(Page 2 of 2 pages)

The following questions still refer to figure 2 on page 1.

____4. If you are going West, and want to go North, you should turn into which lane - lane 7, 8, or 9?

____5. A right turn is permitted out of lane 5. You should turn into which lane - lane 7, 8, or 9?

____6. If a left turn is permitted out of lane 2, you should turn into which lane, lane 10, 11, or 12?

____7. You are in lane 1, intending to turn West. The light turns red as you approach. You should:

A. Wait for a green light.
B. Stop, check traffic and turn if clear.
C. Stop, then turn.
D. Make your turn on the red light without stopping.

TWO WAY-TWO WAY INTERSECTION
(FIGURE 3)

You are approaching this intersection in lane #5. You are going to turn left at the intersection, and travel West.

____1. Your first maneuver should be into which lane - lane 2, 3, 4, or 6?

____2. From which lane should you turn left - lane 3, 4, 5, or 6?

____3. In which lane should you complete your turn - lane 16, 17, 18, or 19?

You are traveling North, approaching this intersection. You are driving in lane #5. You are going to turn right, and travel East, at the intersection.

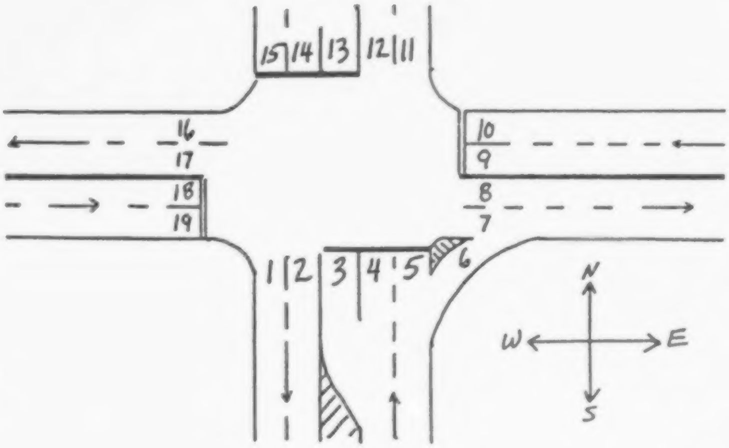


FIGURE 3.

____4. Your first maneuver should be into which lane - lane 4, 6, or 7, or remain in lane 5?

____5. By means of which lane should you turn right - lane 5, 6, 7, or 8?

____6. In which lane should you complete your right turn - lane 7, 8, or 9?

You are traveling West, approaching this intersection. You are driving in lane #9. You are going to turn right, and drive North, at this intersection.

____7. Your first maneuver should be into which lane - lane 7, 8, 9, or 10?

____8. You will start the turn from which lane - lane 8, 9, 10, or 11?

____9. You will complete your right turn in which lane - lane 9, 10, 11, or 12?

You are traveling East, approaching this intersection. You are driving in lane #18. You are going to turn left, and travel North, at this intersection.

____10. Your first maneuver should be into which lane - lane 1, 17, or 19, or remain in lane 18?

____11. You will complete your left turn in which lane - lane 11, 12, 13, or 14?

____12. If a right turn is permitted from lane 9, you should turn into which lane - lane 11, 12, 13, or 14?

Draw the pavement marking on the diagram that would most likely be on the street if a right turn is permitted from lane 9.

WORKSHEET W9b
(Page 1 of 2 pages)

Name______________________________ Date________________

MULTIPLE LANE SITUATIONS

Directions: COMPLETE PAGE 2 FIRST (the back of this sheet) and then answer the questions on this page.
For easier procedure than turning this sheet back and forth, use Study Sheet SS9b for a reference to answer the questions on this page.

________________ 1. What are the colors of the lane lines on Kowrach Court?

________________ 2. What is the color of the center line on Kelley Blvd? (near car 5)

________________ 3. What is the color of the barrier lines on Couch Street?

________________ 4. What is the color of the center line on Couch Street?

___ _yes _____no 5. Could car 16 legally turn on a red light if it was clear?

_____yes _____no 6. Could car 2 legally turn on a red light if it was clear?

_____yes _____no 7. Could car 7 legally turn on a red light if it was clear?

_____yes _____no 8. Could car 14 legally turn on a red light if it was clear?

_____yes _____no 9. Could car 13 legally turn on a red light if it was clear?

_____yes _____no 10. Could car 15 legally turn on a red light if it was clear?

_____yes _____no 11. Could car 12 legally turn on a red light if it was clear?

________________ 12. What is the color of the line separating cars 4 & 5?

________________ 13. What 2 cars does the driver of car 10 have to watch out for as she turns left onto Couch Street?

________________ 14. What does the driver of car 3 have to think about as he attempts a right turn on a red light?

________________ 15. What is the color of the line next to car 7?

________________ 16. If the driver of car 7 looked straight ahead, what traffic sign would she probably see?

________________ 17. What color is a one way street sign?

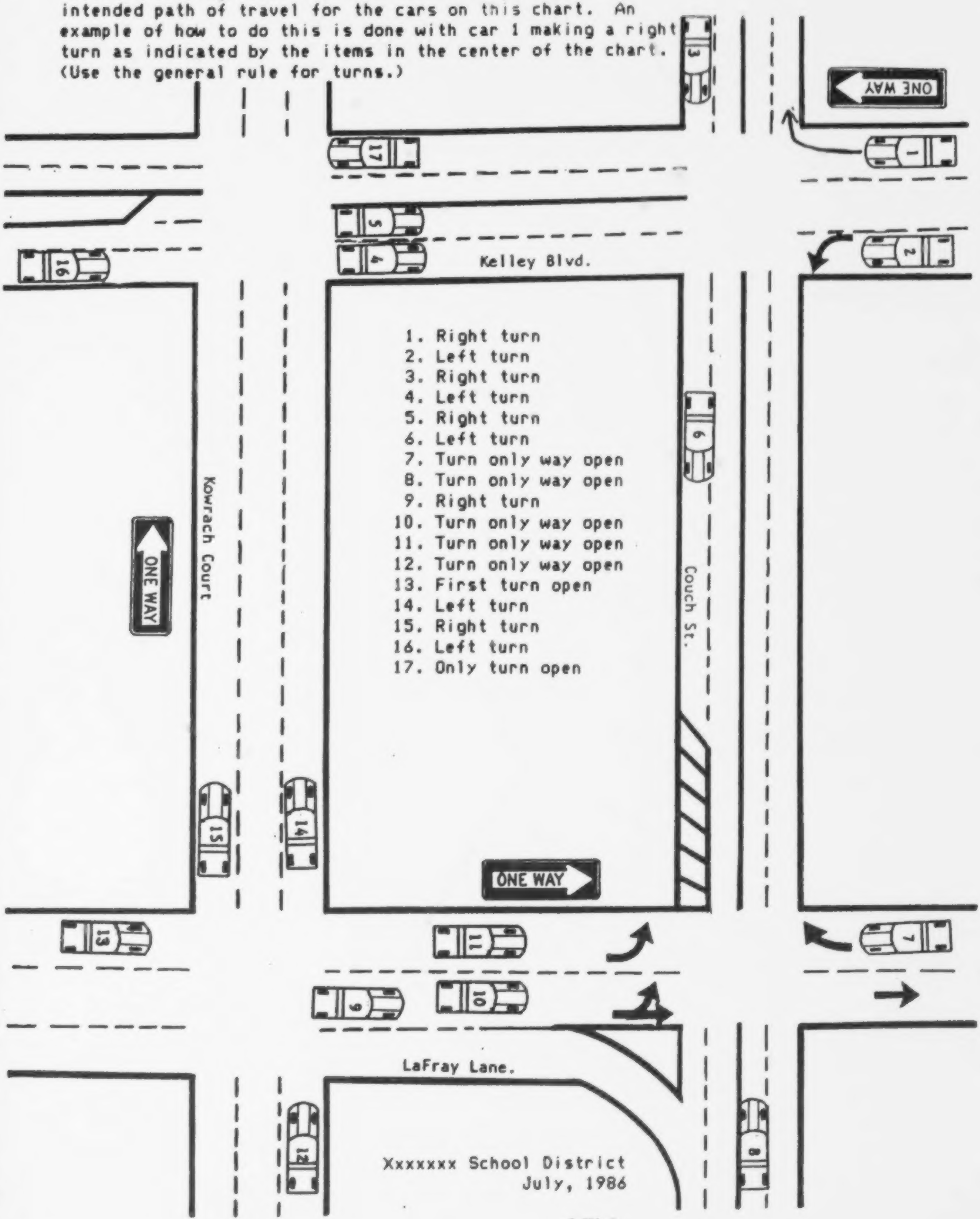
_____yes _____no 18. When the driver of car 12 turns onto LaFray Lane, does he have to turn into the very first lane?

_____yes _____no 19. Can car 8 turn on a red light if it is clear?

________________ 20. As the driver of car 9 enters Couch Street, what traffic sign will she probably see?

WORKSHEET W9b
(Page 2 of 2 pages)

In the following situations draw an arrow to show the intended path of travel for the cars on this chart. An example of how to do this is done with car 1 making a right turn as indicated by the items in the center of the chart. (Use the general rule for turns.)



1. Right turn
2. Left turn
3. Right turn
4. Left turn
5. Right turn
6. Left turn
7. Turn only way open
8. Turn only way open
9. Right turn
10. Turn only way open
11. Turn only way open
12. Turn only way open
13. First turn open
14. Left turn
15. Right turn
16. Left turn
17. Only turn open

Xxxxxxx School District
July, 1986

(One page only)

Module 10: OBTAINING YOUR DRIVER'S LICENSE

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 75% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE CONTENT OF THE DRIVER'S GUIDE OF THE STATE OF WASHINGTON.

IN THE TSE CAR THE STUDENT WILL PASS THE BASIC SKILLS ROAD TEST WITH A SCORE OF AT LEAST 80.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. Participate in a session presented by a representative from the Department of Licensing on procedures for obtaining a first driver's license. If a DOL representative is not available the teacher should lead the session/discussion. (30 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read the Driver's Guide for the state of Washington.
2. Read the Driver's Guide Handbook.
3. Read Study Sheet SS10a.
4. Complete Worksheet W10a. (July, 1986)
5. Complete Worksheet W10b. (July, 1986)
6. Practice application of procedures for the concepts to be evaluated in the Road Test with parents or other qualified licensed persons.

EVALUATION

To pass Module 10 requires:

1. Successful completion of Evaluation E10 using Xxxxxxx School District computer generated tests.
2. Successful completion of the basic skills Road Test.

TEACHER-LED DISCUSSIONS (Module 10)

(One page only)

PRESENTATION BY DEPARTMENT OF LICENSING (DOL) REPRESENTATIVE

(To be led by the teacher if a DOL representative is not available)

The following is an outline of the points to ask the representative of the Department of Licensing to make. This outline should be discussed enough in advance of the presentation so the speaker has time to prepare. (This presentation should be limited to a maximum of 30 minutes.) The speaker should be directed to leave enough time for questions from the class, and clarify if he/she wants questions during or at the end of the presentation.

1. Test requirements for an individual getting a new license in Washington State--kind of tests, how each will be administered, scores required for passing.
2. Procedures necessary for an individual to follow to arrange for testing.
3. Necessary items to bring when going to take the various tests.
4. What will be checked and what will the student be required to demonstrate in the road test. Specific tips for the students about the road test.
5. Most common items that cause students to fail the written and drive tests.
6. What the student can or should do if he/she happens to fail a test.

Xxxxxxx School District
July, 1986

STUDY SHEET SS10a

(Page 1 of 5 pages)

CRITERIA FOR EVALUATION: ROAD TEST MODULE 10

The following are the errors for which points can be deducted on the Road Test.

1. Mechanical Operation -- Danger Potential
    - Fails to adjust seat or mirrors
    - Adjusts seat or mirrors while in motion
    - Fails to check and lock doors
    - Fails to put on safety belts or fails to see that passengers are belted
    - Fails to have brake on or depressed or fails to have car in park when starting engine
    - Fails to adjust special equipment that may be unique to the particular car in which the road test is being given (e.g., tilt steering wheel)
    - Fails to cancel turn signal
    - Fails to secure car properly
    - Makes error in use of foot brake (e.g., foot slips off brake)
    - Fails to assume position:
        - for maximum visibility
        - from which pedals can each be reached easily
        - from which both hands can be on upper half of steering wheel comfortably
    - Slouches down or to one side
    - Fails to keep both hands on the steering wheel
    - Fails to use hand-over-hand steering

    Mechanical Operation--Lack of Skill
    - Unable to start engine on first try
    - Fails to set choke or apply slight accelerator when starting engine
    - Fails to check gauges to see if they are functioning properly
    - Fails to release key as soon as engine starts
    - Races engine in park or neutral
    - Selects wrong gear
    - Shifts one gear to another while in motion
    - Does not apply foot brake smoothly
    - Does not apply accelerator for smooth acceleration
2. Controlled Stop--Danger Potential
    - Fails to hold car in straight line
    - Locks wheels when braking
    - Fails to check to rear for closely-following car
    - Fails to bring vehicle to quick stop (e.g., does not brake hard enough, slips off brake, misses brake with foot on initial try)
3. Starting from Parked Position--Danger Potential
    - Fails to depress foot brake when shifting and preparing to move out
    - Fails to check traffic to the rear with mirrors and/or head check
    - Fails to signal intention to pull out
4. Backing--Danger Potential
    - Fails to keep car slow
    - Fails to control speed with brake
    - Fails to look back over right shoulder through rear window until backing maneuver is completed
    - Fails to scan to front and sides periodically while backing
    - Fails to stop for other vehicles or pedestrians or at required stopping points (e.g., entering public street from private property)

    Backing--Lack of Skill
    - Weaves more than two feet out of path when backing straight
    - Turns wheels wrong way
    - Must jockey back and forth
    - Fails to use hand-over-hand steering for 90 degree turn

STUDY SHEET SS10a
(Page 2 of 5 pages)

5. Park and Start on Hill--Danger Potential
    - Fails to turn wheels properly
    - Fails to lodge front wheel against the curb if there is a curb
    - Fails to apply hand brake and put selector in park
    - Fails to check rear view mirror and/or signal for stop
    - Fails to have car fully out of the lane of travel

   Park and Start on Hill--Lack of Skill
    - Bumps curb if there is a curb
    - Jams front wheel into curb
    - Dry turns wheels
    - Must jockey back and forth to position car properly
    - Forgets to back away from curb when parked on a decline with a curb

   Park and Start on Hill--Congestion Potential
    - Parks with rear of car sticking out toward lane (rear wheel more than 12 inches from curb)
6. Parallel Parking--Danger Potential
    - Bumps other vehicles or standards if used in place of vehicles
    - Fails to check for traffic to the rear before and during the maneuver
    - Swings front end into path of traffic that is passing
    - Fails to give hand signal when pulling out if lights are obscured

   Parallel Parking--Lack of Skill
    - Climbs curb
    - Jams either front or back wheel against curb
    - Fails to center car in parking space
    - Fails to approach properly (2 to 3 feet from side of parked car, back bumpers even with parked car)
    - Fails to get both wheels within 12 inches legal parking limit
    - Must make extra move to get car in parking place
    - Is unable to pull out into traffic without extra move from normal size parking space
    - Fails to shift to reverse or drive as needed

   Parallel Parking--Congestion Potential
    - Slows unduly in approaching the parking place
    - Holds traffic up for more than 30 seconds while parking
    - Makes traffic have to wait when pulling out
    - Secures car when it is sticking out towards lane of travel
7. Right Turns--Danger Potential
    - Turns from wrong lane
    - Swings wide into or cuts across oncoming lane on either street
    - Must use hard brake in order to enter turn
    - Makes illegal turn
    - Fails to turn from proper lane
    - Fails to check rear view mirrors for traffic behind
    - Fails to check traffic to the front and sides
    - Fails to signal properly
    - Fails to check if turn path is clear
    - Fails to adjust speed to approximately 10 MPH just before the turn
    - Fails to straighten car in the lane upon completing turn
    - Enters the wrong lane
    - Fails to control steering wheel while unwinding from turn

   Right Turns--Lack of Skill
    - Bumps curb on turn
    - Swings wide on turn
    - Fails to brake before the turn and accelerate as the car is pulling out of the turn
    - Fails to begin turn at proper point
    - Moves left just before starting right turn
    - Oversteers or understeers

Right Turns--Congestion Potential
- Fails to move right when approaching and beginning turn
- Slows down too soon before the turn
- Fails to resume reasonable speed as soon as the turn is completed

8. Left Turns--Danger Potential
- Turns from wrong lane
- Swings wide into or cuts across oncoming lane on either street
- Must use hard brake in order to enter turn
- Makes illegal turn
- Fails to turn from proper lane
- Fails to check rear view mirrors for traffic behind
- Fails to check traffic to the front and sides
- Fails to signal properly
- Fails to check if turn path is clear
- Fails to adjust speed to approximately 10 MPH just before the turn
- Fails to straighten car in the lane upon completing turn
- Enters the wrong lane
- Fails to control steering wheel while unwinding from turn
- Goes over or beyond center point of intersection while making turn
- Crowds into intersection when waiting for oncoming traffic
- Turns wheels left while standing waiting to make left turn
- Starts left turn before clear to complete turn and blocks oncoming lane

Left Turns--Lack of Skill
- Fails to brake before the turn and accelerate as the car is pulling out of the turn
- Fails to begin turn at proper point
- Moves right just before starting left turn
- Oversteers or understeers

Left Turns--Congestion Potential
- Fails to align car to left of lane when approaching and beginning turn
- Slows down too soon before the turn
- Fails to resume reasonable speed as soon as the turn is completed
- Stays back too far while waiting for oncoming traffic to clear

9. Lane Travel--Danger Potential
- Uses wrong lane
- Straddles lanes
- Travels in oncoming lane
- Fails to use rear view mirrors or head check before changing lanes
- Fails to use signals when changing lanes
- Makes illegal lane change
- Fails to check ahead and to the sides before making lane change
- Cuts off car in new lane when making lane change
- Makes unnecessary lane change
- Fails to maintain speed or accelerate slightly while changing lanes (except when necessary to drop in behind a vehicle in the new lane)
- Fails to scan continuously throughout a lane change
- Makes sudden, jerky move steering into new lane

Lane Travel--Congestion Potential
- Fails to maintain speed limit (or safe speed) in inside lanes of multiple-lane street
- Does not center car in lane
- Fails to make lane change when advantageous to continuing speed limit or safe speed by doing so
- Causes following traffic in the new lane to have to slow down

10. Uncontrolled Intersection--Danger Potential
    - Does not check for traffic on the cross street
    - Fails to reduce speed sufficiently to be able to stop if a vehicle appeared in an intersection
    - Stops at intersection when no traffic on cross street
    - Fails to cover brake when approaching an intersection
    - Fails to observe for oncoming traffic making a left turn in the student's path
11. Right of Way--Danger Potential
    - Fails to yield to pedestrians
    - Fails to forfeit right-of-way when taking right-of-way could cause an accident
    - Fails to yield to emergency vehicles
    - Fails to yield to vehicles on the right at uncontrolled intersections
    - Fails to wait to enter an intersection, when yielding to a vehicle on the left with a right turn indicator flashing, until that vehicle has begun to turn

    Right of way--Congestion Potential
    - Fails to remain in the lane of travel on the street the student is leaving when the path of a right or left turn has highway users the student must yield to
    - Fails to take right-of-way in a timely fashion
    - Fails to take right-of-way when driver of another vehicle forfeits his/her right-of-way
    - Interferes with traffic having right-of-way (e.g., crowding into street while waiting to turn, sitting in crosswalk)
    - Slows down too soon or more than is necessary for making a maneuver
    - Fails to accelerate normally to clear intersections quickly
    - Fails to maintain speed at flow of traffic
12. Following--Danger Potential
    - Follows within two seconds of the vehicle ahead
    - Fails to increase following distance when being followed too closely
    - Stops too close to vehicle ahead
    - Fails to increase following distance when conditions warrant

    Following--Congestion Potential
    - Follows at more than suggested interval when traffic is moderate to heavy and not being followed too closely
13. Passing--Danger Potential
    - Fails to achieve 10-15 MPH speed advantage when passing on two-lane roadway
    - Enters illegal or unsafe area for a pass during any part of the pass
    - Begins to pass when vehicle ahead is passing on a two-lane roadway
    - Begins to pass when car from rear is passing
    - Fails to use "running start" when passing on a two-lane roadway
    - Fails to sound horn when necessary
    - Remains alongside or in blind spot of vehicle being passed
    - Accelerates to excessive speed
    - Causes other drivers to make undue adjustment in speed or following distance
    - Returns to lane too soon when passing on a two-lane roadway
    - Fails to adjust speed immediately when returning to lane after completing pass on a two-lane roadway
    - Fails to wait turn to pass
    - Fails to assist overtaking car to pass

    Passing--Congestion Potential
    - Fails to pass when opportunity is present and vehicle ahead is not traveling with traffic or is decidedly under the speed limit
14. Stop Signs and Flashing Lights--Danger Potential
    - Fails to stop at stop signs
    - Makes running or "California" stop
    - Fails to wait for intersection to clear before proceeding

    Stop Signs and Flashing Lights--Congestion Potential
    - Fails to stop by stop line, crosswalk, or curb line
    - Slows too soon in preparing to stop at a stop sign

STUDY SHEET SS10a
(Page 5 of 5 pages)

15. Traffic Control Devices--Danger Potential
    - Fails to make speed adjustment for slow, yield, or railroad signs
    - Fails to take any action for other caution or regulatory signs
    - Fails to observe or recognize control devices

    Traffic Control Devices--Congestion Potential
    - Makes undue adjustment for control devices (e.g., slows to less than 5 MPH for yield signs, stops for yield to pedestrian sign when no pedestrians are near crosswalk)
16. Traffic Signal Lights--Danger Potential
    - Fails to clear intersection on amber light
    - Anticipates traffic light turning green and crowds into intersection
    - Proceeds into intersection without scanning when light is green
    - Crowds into intersection with cars approaching when wanting to turn on red
    - Fails to slow and scan for flashing amber light
    - Fails to make complete stop for flashing red light
    - Crowds intersection for left turn as light turns amber or red
    - Fails to wait for intersection to clear at flashing red light before proceeding
    - Fails to wait for red light to change to green before proceeding straight through
    - Interferes with traffic on the cross street when making a turn on red
    - Makes illegal turn on red light
    - Fails to prepare to stop on "stale" green light

    Traffic Signal Lights--Congestion Potential
    - Fails to maintain legal speed or speed appropriate for conditions through traffic signal-controlled intersections when the lights are green
    - Slows too soon in preparing to stop at a traffic signal
17. General Driving Performance--Danger Potential
    - Accelerates too fast for good control
    - Fails to stop going from private property to public roadway
    - Drives too fast for conditions
    - Swerves or weaves
    - Takes eyes off road to talk, make adjustment, or check traffic to the rear for more than one to two seconds
    - Fails to use horn when needed
    - Fails to slow down in congested areas
    - Makes improper reaction to emergency situations
    - Uses horn or other action to harass others
    - Fails to pump brake when necessary
    - Fails to check traffic to the rear periodically

    General Driving Performance--Congestion Potential
    - Secures car in illegal park zone
    - Stops unnecessarily
    - Drives consistently below the speed limit

Xxxxxxx School District
July, 1986

WORKSHEET W10a

(Page 1 of 7 pages)

Name____ Date_________________________

STUDY QUESTIONS FOR THE WASHINGTON DRIVER'S GUIDE

Directions: On the line beside each number, write the page number of the Driver's Guide or the Driver's Guide Handbook on which the source for your answer is found. Then answer the questions. (It is suggested that you underline or highlight each answer in the Driver's Guide for studying when it is time to go get your license.)

_____ 1. What is the most fundamental rule of driving on a two-lane two-way road?

_____ 2. What is the meaning of a flashing red light?

_____ 3. How far behind should you remain when following another vehicle?

_____ 4. What should you do when you are backing up from a driveway onto the street?

_____ 5. What is the proper procedure to follow when you are planning to make a right turn?

_____ 6. Which lane of traffic should you use when planning to make a right turn?

_____ 7. What is the meaning of a solid yellow line in your lane just to the right of the center line?

_____ 8. When you are approaching an intersection and you intend to turn left, do you have the right of way over oncoming vehicles?
Explain:

_____ 9. Which way do you turn your wheels when parking on a downhill grade?

_____10. Where do pedestrians (persons walking) have the right of way over vehicles?

_____11. What is the correct hand signal for a left turn?

_____12. What type of traffic sign is a diamond-shaped sign?

_____13. When does a slow-moving vehicle have to let traffic pass?

_____14. What is the meaning of a flashing yellow light?

_____15. What are the conditions that a beginning driver may learn to drive on public streets or highways prior to licensing?

_____16. Which way should you turn your wheels in a skid?

_____17. Under what three conditions are you required to report an accident in the state of Washington?

_____18. Under what conditions can you pass a vehicle on the right?

WORKSHEET W10a
(Page 2 of 7 pages)

_____19. Why should you decrease your speed when driving at night?

_____20. When is it legal for you to exceed the speed limit? What conditions must be followed?

_____21. A car is coming from your right at an uncontrolled intersection. Who must yield the right of way?

_____22. If you hear a siren, what should you do?

_____23. What shape and color is a handicapped parking sign?

_____24. Driving on a freeway, when may you turn across the freeway median?

_____25. You arrive at a red light and intend to turn right. What should you do?

_____26. Under what conditions must you stop for a school bus?

_____27. When entering a freeway by way of on on-ramp, what is the proper procedure to follow?

_____28. What type of traffic sign is an eight-sided traffic sign?

_____29. Driving over a mountain pass, you observe that signs have been posted requiring chains. What should you do?

_____30. When turning left from a one-way street, what lane must you turn from?

_____31. When may a driver be charged with reckless driving?

_____32. When approaching an intersection posted with a yield-right-of-way sign, what should you do?

_____33. Driving on a freeway, you observe a "merging traffic" sign ahead. What should you do?

_____34. When you are making a left turn onto a multiple-laned street, you should make your turn into which lane?

_____35. Several cars ahead of you have stopped for a stop sign. What is the proper procedure to follow?

_____36. According to the law, when must you have your headlights on?

_____37. Is it necessary to stop before driving out of an alley or private driveway?
Explain why:

_____38. What can happen to you if you drive over a firehose at a fire?

_____39. What shape and color are regulatory signs?

_____40. Must you yield to all other traffic when entering from a parked position?

WORKSHEET W10a
(Page 3 of 7 pages)

_____41. Do you have to yield to pedestrians on a right turn when you have a green light? Explain:

_____42. When may the Director of the Department of Licensing suspend an operator's driver's license?

_____43. How many people may occupy the front seat of a motor vehicle?

_____44. You hit and damage a parked unoccupied car. The damage is slight. What are you required to do?

_____45. The law specifically requires certain equipment on a vehicle which is operated on a public highway. Name ten items that are required.

_____46. What does a red "X" mean when driving on a road with reversible lanes?

_____47. What are the different meanings of white and yellow pavement markings?

_____48. What is the meaning of a pennant-shaped sign?

_____49. Is it against the law to drive at very low speeds?

_____50. How should you leave your vehicle when leaving it parked on an incline (upgrade) with a curb?

Without a curb?

_____51. What color and shape are pavement-width transition signs?

_____52. How old do you have to be to obtain a driver's license?

_____53. Under what condition is it unlawful to permit another person to drive your vehicle?

_____54. Is it legal for a minor to drive without a license when he/she is accompanied by a parent or guardian? Explain:

_____55. Under what conditions can the Director of Licensing refuse to issue a driver's license?

_____56. May a person with impaired hearing or eyesight be permitted to drive? Explain:

_____57. Where are you required to carry your driver's license or permit?

_____58. May a person learn to drive without a driver's license or permit? Explain:

_____59. Is it legal to loan a driver's license to someone else? Explain:

_____60. If you do not carry liability and property damage insurance, what is necessary in case of an accident involving property damage of more than $300 or where someone is injured or killed?

_____61. Can you lose your driver's license for not being able to file evidence of financial responsibility? Explain:

_____62. What lane is used for passing?

_____63. What distance must you park from a railroad crossing?

_____64. What is the requirement about what lanes to use on a multiple-lane highway?

_____65. Can you make a U-turn on a freeway? Explain:

_____66. When may you park on a freeway?

_____67. When you approach a marked crosswalk in which a pedestrian is walking, who has the right of way?

_____68. A driver's license is a privilege, not a right. Is this correct? Explain:

_____69. An average person driving a vehicle at 50 MPH will travel how many feet until the brakes can be applied once he/she has identified a need to stop quickly?

_____70. Can your driver's license be suspended or revoked for drunken driving? Explain:

_____71. What kind of marker is required on farm equipment traveling less than 25 MPH?

_____72. What does the "Implied Consent" law mean?

_____73. Is it legal to park your car on the sidewalk or parking strip? Explain:

_____74. When is it not necessary to stop for a school bus when loading or unloading passengers?

_____75. Is it necessary to have a light on a bicycle when ridden after dark? Explain:

_____76. Where is it illegal to hitchhike?

_____77. Is it lawful to leave anyone alone in a parked vehicle with the motor running? Explain:

_____78. Are muffler cut-outs, by-passes, or similar devices illegal? Explain:

_____79. What equipment is needed on a trailer in Washington?

WORKSHEET W10a
(Page 5 of 7 pages)

_____80. Can you legally exceed the speed limit when you are driving an injured person to the hospital? Explain:

_____81. Do license tabs have to be displayed on both the front and back license plate? Explain:

_____82. What brakes are required in all vehicles?

_____83. Is it legal to back up on a freeway if you miss your exit?

_____84. What is the usual shape and color of construction and maintenance signs?

_____85. What does a steady yellow light mean?

_____86. What should you do when you see a pedestrian with a white cane?

_____87. List five situations when you should not pass.

_____88. Does your driver's license allow you to drive a motorcycle? Explain:

For the following questions write the page number of the Driver's Guide or the Driver's Guide Handbook where the information is found that is the basis for your answer.

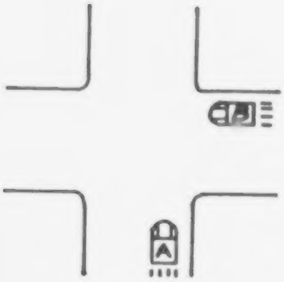
_____89. You arrive at a stop sign and intend to make a right hand turn. Your vehicle is in the inside lane and there are other cars in the outside lane. What should you do?

_____90. What should you do if a vehicle is coming from your left at a seldom-used intersection?

_____91. When driving on a road where the speed limit is posted at 55 MPH and you wish to drive 35 MPH, what should you do?

_____92. Why is driving at night more dangerous than driving during daylight?

_____93. When you become sleepy or drowsy while driving, what should you do?



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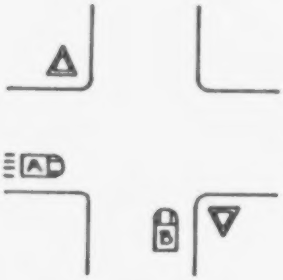

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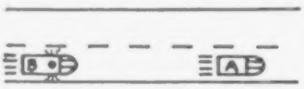

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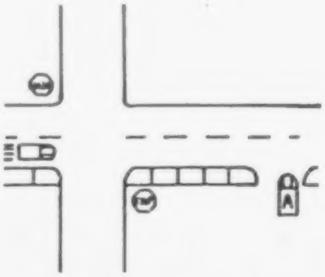


4.

_____94. Who must yield in diagram #1?

What is the rule of the road which defines who must yield in this situation?

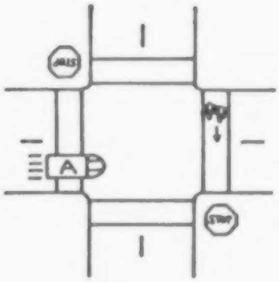
WORKSHEET W10a
(Page 6 of 7 pages)

_____95. Who must yield in diagram #2?

What is the rule of the road which defines who must yield in this situation?

_____96. If you were the driver of car A in diagram #3, what would you be required to do?

_____97. If you were the driver of car A in diagram #4, what would you be required to do?



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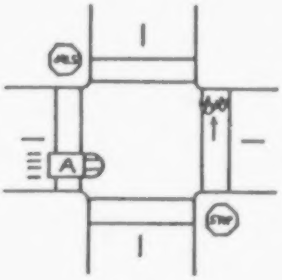

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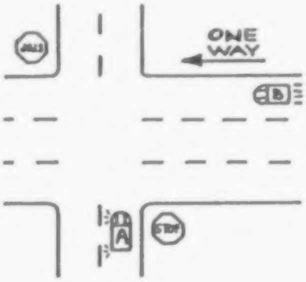

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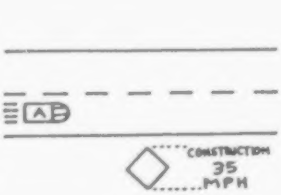


8.

_____98. In diagram #5, is vehicle A required to stop?

What is the rule of the road which defines whether you are required to stop in this situation?

_____99. In diagram #6, is vehicle A required to stop?

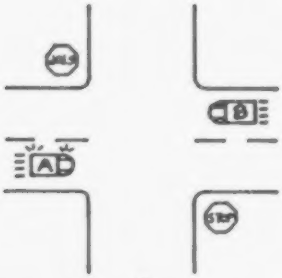
What is the rule of the road which defines whether you are required to stop in this situation?

____100. Is car A required to wait until car B passes in diagram #7?

Explain your answer:

____101. Is driver A required or advised to travel at 35 MPH in diagram #8?

Explain your answer:



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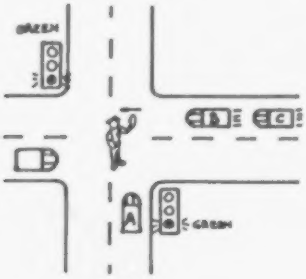

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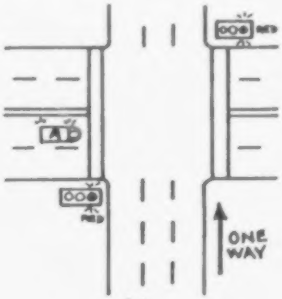


11.

____102. Who must yield in diagram #9?

What is the rule of the road which defines who must yield in this situation?

WORKSHEET W10a
(Page 7 of 7 pages)

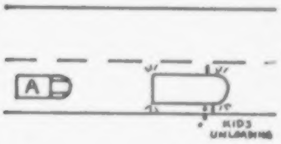
____103. Who must yield the right of way in diagram #10?

Explain your answer:

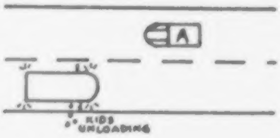
____104. In diagram #11, can car A make a left turn without waiting for the light to turn green?

What is the rule of the road that defines whether car A can do this or not?

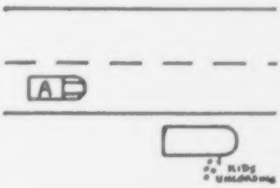
____105. Under each of the following school bus situations check whether the driver of car A must stop?



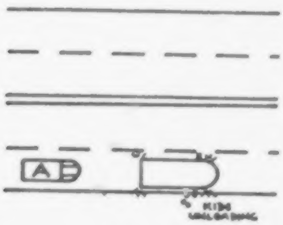
a. ___yes ___no



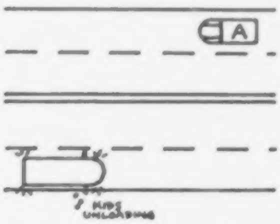
b. ___yes ___no



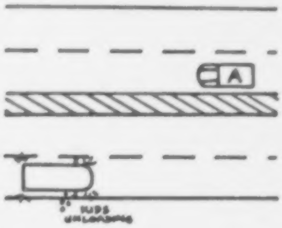
c. ___yes ___no



d. ___yes ___no



e. ___yes ___no



f. ___yes ___no

Explain your answer for each situation:

a.

b.

c.

d.

e.

f.

WORKSHEET W10b

(One page only)

Name______________________________________ Date__________________

MATCHING "FROM THE 'DRIVER'S GUIDE'"

Directions: Write the letter of the item which matches the statements below. Items may be used more than once and some items may not be used. Items can be used as feet, miles per hour (mph), days, years, etc. as directed in the heading for each section below.

1
2
4
5
10
15
18
20
24
25
30
35
40
50
55
75
100
150
200
250
300
400
500
1000
2000
3000

PARKING DISTANCES (feet)

____ feet 1. from a fire station (same side of street)

____ feet 2. from a fire station (opposite side of street)

____ feet 3. from a curb ____ feet 4. from an intersection

____ feet 5. from a fire hydrant ____ feet 6. from a crosswalk

____ feet 7. from a railroad crossing ____ feet 8. from a safety zone

SPEEDS (mph)

____ mph 9. school zone ____ mph 10. city and residential

____ mph 11. county highways ____ mph 12. state highway and freeways

OTHER (misc. feet, days, years, etc.)

(On the second line, write the designation of feet, days, etc. An example of how to answer is done in # 13.)

1 Year 13. permit valid

____ __________14. signal before a turn

____ __________15. report change of address

____ __________16. following emergency vehicle

____ __________17. dim lights for on-coming vehicle

____ __________18. license expires

____ __________19. place flares from an accident

____ __________20. dim lights for following a car

____ __________21. average headlights shine

____ __________22. mirrors must reflect behind

____ __________23. when you are required to have brakes on a trailer

____ __________24. how long to file an accident report

____ __________25. distance horn must be heard

____ __________26. seller has to report sale

____ __________27. buyer must transfer title

Xxxxxxx School District
July, 1986

EVALUATION - ROAD TEST MODULE 10

(One page only)

Name____________________________________ Date____________________ SCORE_______

PASS___ FAIL___

TEACHER INSTRUCTIONS, PLEASE READ BEFORE ADMINISTERING THIS ROAD TEST:

A score of 80 is needed to pass. Errors are based on Criteria for Evaluation: Road Test Module 10 as found in Study Sheet SS10a. The categories on SS10a are numbered in the same order and titled the same as on the test below. The total points indicated are deducted in any one category whether the student makes one or more errors in that category. For example if in #3, Starting from a Parked Position, a student fails to signal once, one check mark should be put on the line under errors on danger potential and 4 points should be deducted. If another student fails to signal twice and fails to headcheck once, 3 check marks should be put on the line under errors on danger potential and still only 4 points should be deducted.

	Errors	Deduct Points
1. Mechanical Operation		
Danger Potential	________	2______
Lack of Skill	________	1______
2. Controlled Stop		
Danger Potential	________	2______
3. Starting from Parked Position		
Danger Potential	________	4______
4. Backing		
Danger Potential	________	4______
Lack of Skill	________	2______
5. Park & Start on Hill		
Danger Potential	________	4______
Lack of Skill	________	2______
6. Parallel Parking		
Danger Potential	________	4______
Lack of Skill	________	2______
Congestion Potential	________	2______
7. Right Turns		
Danger Potential	________	6______
Lack of Skill	________	3______
Congestion Potential	________	3______
8. Left Turns		
Danger Potential	________	6______
Lack of Skill	________	3______
Congestion Potential	________	3______
9. Lane Travel		
Danger Potential	________	4______
Congestion Potential	________	2______
10. Uncontrolled Intersection		
Danger Potential	________	4______
11. Right of Way		
Danger Potential	________	4______
Congestion Potential	________	2______
12. Following		
Danger Potential	________	4______
Congestion Potential	________	2______
13. Passing		
Danger Potential	________	4______
Congestion Potential	________	2______

	Errors	Deduct Points
14. Stop Signs and Flashing Lights		
Danger Potential	________	4______
Congestion Potential	________	2______
15. Traffic Control Devices		
Danger Potential	________	4______
Congestion Potential	________	2______
16. Traffic Signal Lights		
Danger Potential	________	4______
Congestion Potential	________	2______
17. General Driving Performance		
Danger Potential	________	4______
Congestion Potential	________	2______

Total Deduct Points______

____Flagrant violation of law (e.g., speeding 5 or more MPH over limit, failure to obey traffic officer's direction, runs red light)--automatic score of 0.

____Accident or near accident caused by student--automatic score of 0.

____Flagrant dangerous action--automatic score of 0.

Total Points 100

Deduct Points - _______

SCORE _______

Xxxxxxx School District
July, 1986

(Page 1 of 2 pages)

Module 11: AVOIDING AND MINIMIZING IMPACT VEHICLE MALFUNCTIONING

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 75% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS: AVOIDING OR MINIMIZING IMPACT: Controlled braking and steering, Off road recovery, Evasive action, Factors influencing evasive action, Force of impact, Highway engineering, Vehicle engineering, Personal practices in use of safety equipment; VEHICLE MALFUNCTIONS AND BREAKDOWNS: Loss of vehicle control functions, Tire blowout, Loss of vision, Vehicle catches on fire, Procedures at roadside breakdowns.

IN THE TSE CAR, UNDER SIMULATED EMERGENCY CONDITIONS, THE STUDENT WILL DEMONSTRATE CORRECT PROCEDURES AND PROCESSES AS OUTLINED IN "XXXXXXX SCHOOL DISTRICT BEHIND-THE-WHEEL LESSONS" AT LEAST ONCE FOR EACH OF THE FOLLOWING CONCEPTS: Brake failure, Engine failure, Stuck accelerator, Loss of forward vision, Loss of lights (night), Head-on collision threat, Off road recovery.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. View filmstrip-cassette program, "Minimizing Impact". During the filmstrip, participate in a teacher-led discussion on the concepts presented. (25 mins.)
2. View 16MM film "Dynamics of a Crash" or Safety Belts and You" and after the film, participate in a teacher-led discussion on the concepts presented in the film. (10-15 mins.)
3. View 16MM TV spots, "Egg, Pumpkin, Headache," and after each section participate in a teacher-led discussion on the concept presented in the spot. (10 mins.)
4. Participate in a teacher-led discussion on "Safety Belt Usage and Mandatory Safety Belt Laws." (This activity should be scheduled as the next class activity after the viewing of the safety belt films.) (July, 1986) (20 mins.)
5. View Kemper TV Center tape "Beyond the Limits". After viewing the tape participate in a teacher-led discussion on the concepts presented in the tape. (This class activity should be scheduled only after the filmstrip-cassette program "Minimizing Impact.") (20 mins.)
6. Participate in a teacher-led discussion on avoiding and minimizing impact and evasive action. (July, 1986) (This should be scheduled as the next class activity following the tape "Beyond the Limits") (Worksheets W11c and W11d should be assigned after this activity.) (20 mins.)
7. Participate in a teacher-led discussion using overhead Transparency set T11a. (July, 1986) (15 mins.)
8. Participate in a teacher-led discussion on vehicle malfunctions and breakdowns. (July, 1986) (15 mins.)
9. In groups of 10-15 view a demonstration of changing a tire using the procedures outlined on Worksheet W11f. (30 mins. each) (W11f should be assigned after the demonstration.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 226, 234-248; Drive Right for Safety and Savings, pp. 216-17, 222-237; Drive Right, a Responsible Approach, pp. 124-126, 232-233, 240-257; or Tomorrow's Drivers, Eighth Edition, pp. 91-93, 184-191.
2. Read Driver's Guide for the state of Washington, 6-85, pp.41-42.
3. Read the pamphlet, "How Many of These Fairy Tales Have You Told?"
4. Complete the JAG Software computer program "Driving Procedure Quizzes" either directly on the computer or on quiz sheets provided by the teacher for: Engine Failure, Headlight Failure, Brake Failure, Stuck Accelerator, Head-on Collision Threat, Off-road Recovery, Loss of Forward Vision, Quick Brake.
5. Complete Activity 2, Chapter 13, page 13-4 from Scott, Foresman and Co. Teacher Resource Book, 1987.
6. Read Study Sheet SS11a (July, 1986) and complete Worksheet W11a. (July, 1986)
7. Read Study Sheet SS11b (July, 1986) and complete Worksheet W11b. (July, 1986)

Module 11: AVOIDING AND MINIMIZING IMPACT VEHICLE MALFUNCTIONS

8. Complete Worksheet W11c. (July, 1986) (To be assigned after teacher-led discussion on avoiding and minimizing impact and evasive action.)
9. Complete Worksheet W11d. (July, 1986) (To be assigned after teacher-led discussion on avoiding and minimizing impact and evasive action.)
10. Complete Worksheet W11e. (July, 1986)
11. Complete Worksheet W11f. (This activity should be assigned only after the class group demonstration of changing a tire.) (July, 1986)
12. Complete Worksheet W11g. (July, 1986)
13. During Behind-the-Wheel lessons in the TSE car, practice application of procedures and processes for brake failure, engine failure, stuck accelerator, loss of forward vision, loss of lights (night), head-on-collision threat, and off road recovery.

EVALUATION

To pass Module 11 requires:

1. Successful completion of Evaluation E11 using Xxxxxxx School District computer generated tests.
2. Successful completion of the Behind-the-Wheel evaluation on each of the concepts listed.

TEACHER-LED DISCUSSIONS (Module 11)

(Page 1 of 5 pages)

SAFETY BELT USAGE AND MANDATORY SAFETY BELT LAWS

Since the wearing of safety belts is a decision that is affected by the attitude of the driver (and/or passenger), the following questions tend to deal with the affective rather than the cognitive aspects of safety belts. Therefore, there are no suggested answers. You are encouraged to use the questioning methods suggested for trigger films to keep discussion moving. (See teacher-led discussions for Module 17.)

1. "Safe drivers wear safety belts." Is that statement a contradiction since safe drivers really don't need to wear safety belts?
2. Why do you or don't you, or will you or won't you, wear safety belts?
3. For those of you who won't wear safety belts, if the reasons you give for not wearing seat belts are among those the films or brochures identified as myths, or fairy tales, what makes you disbelieve that the reasons are not valid?
4. The booklets you see encouraging the use of safety belts say they are "easy to use!" What do you think about that?
5. Some states are beginning to adopt laws requiring safety belt usage for children and adults. Do you think it would be a good idea for all states to do that?
6. Since the facts show that many people do not use safety belts, should we take the direction of having all cars sold being equipped with some sort of passive restraint system rather than mandatory safety belt laws.
7. What do you think you could and/or should do to influence your families and friends to wear safety belts? Will you do it? Why or why not? To influence others? Will you do it? Why or why not?

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July, 1986

ON THE TAPE "BEYOND THE LIMITS"

Ask the students the following questions:

1. What is the one thing that must be happening in order to change the speed and direction of a vehicle. Why?
   Answer: The wheels must be rolling.
2. What should you do when you find yourself "beyond the limits?" Why?
   Answer: Steer - don't brake.
3. When you are in a skid, how should you steer?
   Answer: Turn your front wheels so that they are pointed in the direction you want the car to go. This could take some rapid adjustments as the car responds to your initial steering, etc.
4. What are the priorities of items to avoid or steer away from if you are going to crash?
   Answer: a. Human Life, B. Human Injury, C. Sheet Metal (Car).
5. What are the four zones of protection on a car? What is important about knowing these?
   Answer: A. Zone 1 - Driver compartment (Most important); B. Zone 2 - Front passenger area; C. Behind driver; D. Zone 4 - Furthest from driver.
6. What is the most important "rule" to remember in emergencies?
   Answer: "Stay with it," - keep working with the skills and actions described in the tape to get the car back under control.

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July, 1986

AVOIDING AND MINIMIZING IMPACT - EVASIVE ACTION

Directions: Follow directions in each part when given. The questions are to be asked of the students.

1. Review procedures to be used when the wheels on one side of the car or other drop off the pavement edge.
   - Why do you need to turn sharply back onto the pavement?
     Possible answer: Because if the driver turns slightly or slowly, the front wheel may climb onto the pavement and the rear wheel may "hook" on the pavement and cause the car to go into a broadside skid.
   - Why should you wait until you have the car slowed down before returning to the pavement?
     Possible answer: Because at the higher speed, the predictability of what reaction the car will have, because of possible "hooking" of the tires on the edge of the pavement, is lessened, therefore, creating a greater possibility of loss of control of the car by the driver.
2. What is meant by avoiding or minimizing impact?
   Possible answer: Avoiding impact means to take action that keeps all that are in the situation from becoming involved in a collision. Minimizing impact may mean choosing between two collisions so that least harm comes to all persons involved; or it may mean choosing a "minor" collision to avoid a possible "major" collision such as a head-on; or it may mean preparing the vehicle and occupants in such a manner that in the event of a collision, harm to the occupants will be eliminated or reduced.
3. Much of the Filmstrip Cassette Program "Minimizing Impact" dealt with what means of reducing harm?
   - What were some specifics of these means?
     Possible answer: The preparation of the vehicle and its occupants for reducing harm in case of an accident. Specifics: safety belts, passive restraints, collapsible steering wheels, padded dash, recessed knobs.
4. What is force of impact?
   Possible answer: It is the severity with which one object hits another. In our case, the force with which a car strikes another car, pedestrian or any other object.
5. What can we conclude about "force of impact" and death, injury, and damages?
   Possible answer: The greater the impact, caused most directly by greater speed, the greater the chances for a fatality, more serious injuries, and extensive damage to property.
6. What principles should a driver consider in minimizing a collision?
   Possible answer: Aim for the "softest" landing. Stay with it.

6a. What is meant by these two items? (Give examples. Ask specifically by the item when they come up.)
   Possible answer: "Aim for the softest landing," means that when an accident is unavoidable, the driver chooses a path that would cause the least impact. Example: choosing to go off into the ditch rather than rear-ending a stalled vehicle.
   "Stay with it," means to continue to take evasive action (by whatever is appropriate in steering, braking, accelerating, turning off the engine, etc.) until the car is stopped and you have taken care of your passengers and yourself. Examples: don't throw your hands up in front of your face in fear. Even when the car is skidding and you don't seem to be able to get control, keep working at it by steering and/or accelerating.

7. What is the collision with the greatest potential danger? Why?
   Answer: Head-on. Because there is the combined speed of the two vehicles which greatly increases the force of impact.

8. What are the basic "escape actions" open to a driver when a crash is imminent? When are times you would or would not use each one?
   Answer: Steer right, hold steady and brake hard, steer left. Steer right, when keeping a straight path would end up in a collision with another vehicle or a pedestrian and the path to the right is "basically clear". Don't "steer right" if the path to the right has pedestrians in it.
   "Hold steady and brake hard," when paths to the right and left have more danger potential for others or for you--such as pedestrians on the right and an on-coming car on the left. Don't hold steady and brake hard if paths to the right or left are open and you can readily identify that.
   "Steer left" when the path to the right has more danger potential, holding steady and braking hard will end up in a collision, and the path to the left is clear. EXTREME CARE MUST BE USED IN DECIDING TO STEER LEFT--because of the great potential danger of a head-on accident.
9. What effect does the angle of impact have on the force of impact? Give examples.
   Possible answer: It reduces the force of impact greatly. Example: hitting at a 45 degree angle makes a tendency to "glance off" rather than be stopped cold. Someone hitting you with a fist in the chest with the same severity--if straight on, much more impact (hurt) than if from the side where it will glance off (still hurt, but less so--and less possibility of damage).
10. What are some things traffic and highway engineers have done to help reduce the force of impact in collisions?
   Possible answers: Guard rails around roadside "booby traps," provided more room to escape on shoulders of roads; barrels of sand or water at divide barriers; eliminating many "dips" in the road.
11. If there is a collision imminent, what should drivers and passengers do?
   Possible answers: If belted with seat and shoulder harness and head rests properly adjusted, the driver and right front passenger should relax as much as possible and stay straight up; lean forward slightly for a frontal collision, lean back with head against head rest for a rear-end collision. Other passengers whether belted or not (but they should be) should assume the fetal position for frontal accidents; they should lay across the seat as much as possible with heads back against the seat in a rear-end accident.
12. What is meant by the statement: "In every collision, there are really two collisions?"
   Answer: The first collision is when the car strikes another car or object. The second collision is when a person continues moving, when the car has been stopped by the collision, and strikes a part of the car or another person--or an object in the car keeps moving and strikes a person.

Xxxxxxx School District
July, 1986

EMERGENCIES CAUSED BY VEHICLE MALFUNCTIONS OR BREAKDOWNS
(Using Transparency Set T11a)

Inform the students that they should consider themselves the "driver" of car A on each transparency.

1. Transparency #1, Stalled on a Railroad Crossing
   a. What are the possible dangers? Who is threatened by each of the dangers?
   b. What are the actions that should be taken by the driver of the stalled vehicle? How would these actions be different if a train were in sight than if no train were in sight on the tracks?
   Possible answers: a). If the driver remains in the car to try to start it and there is some difficulty in getting it started, it increases the chances of being struck by a train if one is in sight.

The driver and any passengers would be threatened. If the car is left on the tracks while the driver goes for help, it could be struck by a train which comes along in the meantime. Personnel and/or passengers on the train are threatened. If anyone tries to push the car off the tracks when a train is in sight, he/she is threatened. b). If no train is in sight, the driver should try to start the car and drive it off the track. If it doesn't start right away, the driver should push it off the track before trying further to start it by working under the hood, etc. If the driver is not able to push the car off the tracks, he/she should get help as soon as possible to get the car off the tracks. If a train is in sight, the driver or passengers should immediately leave the car and move out of the area so as not to be struck by flying parts should the train hit the car.

2. Transparency #2, Changing a Flat Tire on the Road
   a. What errors have been made by you (Driver of Car A)?
   b. What should you do differently?
   c. If this were a roadway where there was no shoulder to pull off, what should you do?

Possible answers: a). The driver has not pulled completely off the roadway. The person changing the tire is near the travel lane as other cars are approaching. b). Get the car clearly off the road. As the tire is being changed, and other traffic approaches, stop changing the tire and move to the outside edge of the shoulder until the traffic passes. If the traffic is continuous it might be advisable to wait to change the tire until such time as the traffic clears or drive completely off the shoulder to change the tire if there is a place level enough off the shoulder to change the tire. c). Drive slowly, at the expense of perhaps ruining a tire and/or rim, until a place wide enough to get off the road can be found.

3. Transparency #3, Blowout in Freeway Traffic
   Would having a blowout here change the procedures to be followed?

Possible answer: For the most part, no. The driver would still have to keep away from hard braking, bring the speed of the car down slowly and pull off the road. One additional thing might be to warn the driver behind by perhaps turning on the 4-way flashers or by applying pressure lightly on the brake pedal to turn the brake lights on. Because of the merging vehicles on the right, it may be necessary to brake some more than normal!

Xxxxxxx School District
July, 1986

VEHICLE MALFUNCTIONS AND BREAKDOWNS

The questions below should be asked of the students after reviewing the procedures for that particular malfunction or breakdown. Other answers than the "possible answers" given here may come out--but be sure that the concepts contained in the "possible answers" come out at some time or another in the discussion.

1. Review procedures to be used when the accelerator sticks.
   - Why should a driver not try to unstick an accelerator by reaching down with a hand to pull it up?

     Possible answer: Car would almost surely wander from path so that danger from hitting another car or roadside object would be likely. And the car would be gaining speed quickly since it would be impossible to be stepping on the brake and reaching for the accelerator pedal at the same time.
   - Why should you turn off the ignition before shifting to neutral?

     Possible answer: Serious damage to the engine could result because it would race.
2. Review procedures to be used when brakes fail.
   - Why is it necessary to hold out on the park brake release if you use the park brake to stop the car when the regular brakes fail?

     Possible answer: Because not doing so could cause the rear brakes to lock up and could then cause the car to go into an uncontrollable skid.

3. When the engine stalls in a car that has power steering and/or power brakes, what happens to the steering and braking and what should you do to combat it?

Possible answer: Both become "hard". A driver should recognize that that will happen and prepare to use as much strength as possible when attempting a turn to get out of the traffic flow and to not put oneself in a position of having to stop the car in a normal or shorter distance when the car is still free-wheeling or at least until the driver is able to have the brakes engaged and know they can overcome the "hard" brake enough to stop the car in a normal distance.

- Why should you shift an automatic shift car into neutral to restart an engine when you are travelling along?

Possible answer: Shifting the car into park, where the car is usually started, would require bringing the car to a complete stop, possibly holding up other traffic. Stopping is not necessary as long as the driver can control the car on the roadway and start the engine at the same time.

4. Review procedures to be used if a tire blows out or goes flat rapidly. Why is it important not to brake hard when a tire blows out or goes flat quickly?

Possible answer: Because the contact and friction between the inflated tires and the road is so different that a skid could be induced by hard braking.

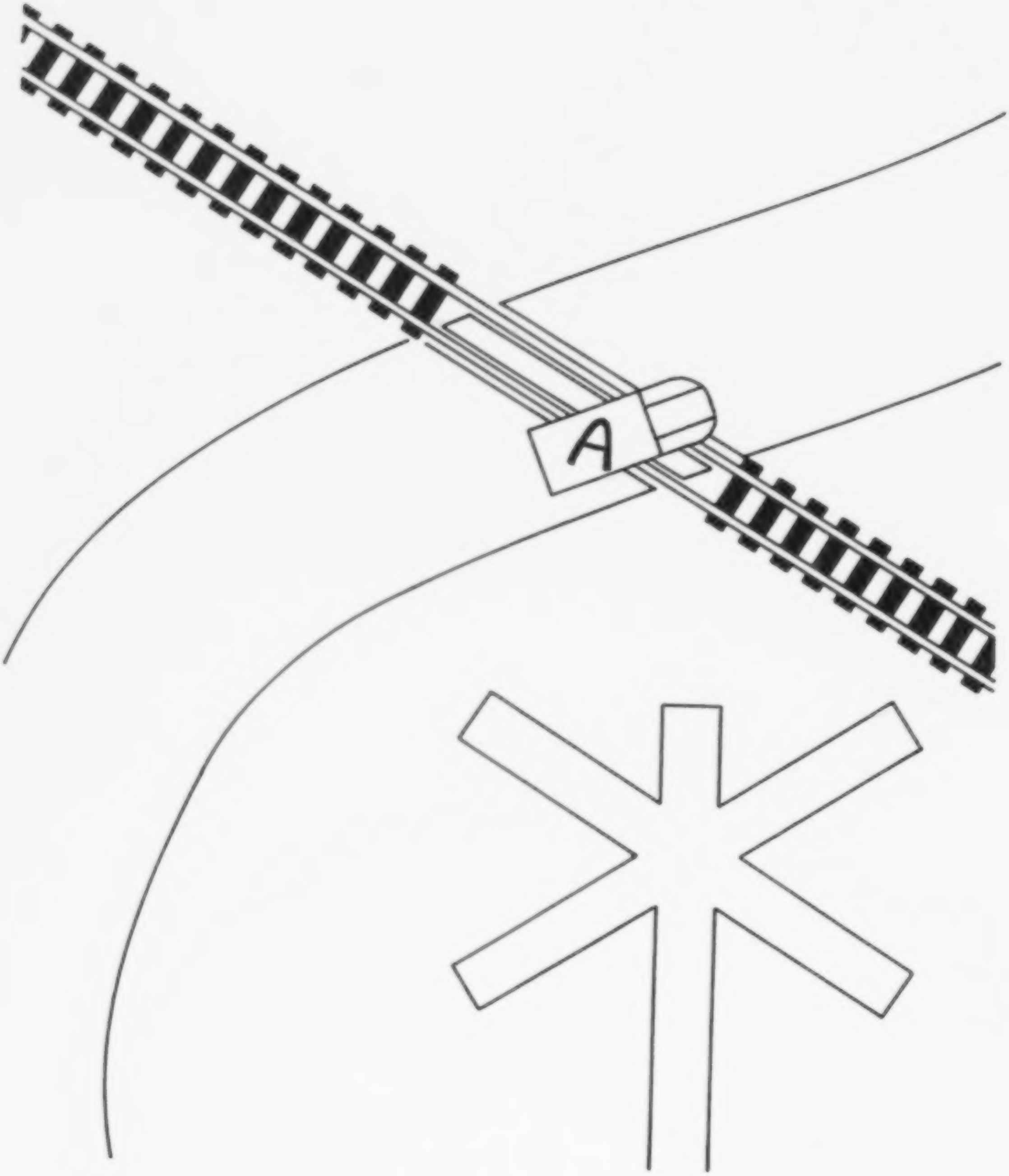
- What will the car feel like if a tire blows out or goes flat quickly?

Possible answer: It will seem as though the car is on a bumpy road and the car will seem to want to pull off first one direction, and then another and so on, and sometimes will act like it is going into a skid, (especially when it is a back tire that blows out or goes flat quickly.)

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T11a
Transparency #1 of 3

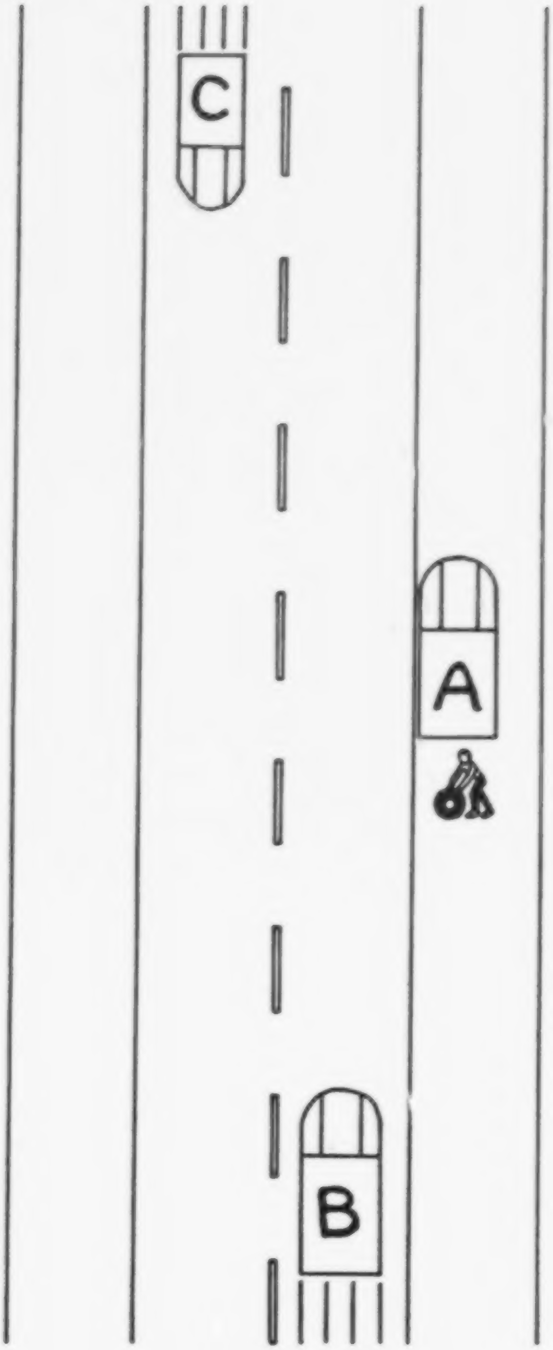
STALLED ON A RAILROAD CROSSING



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T11a
Transparency #2 of 3

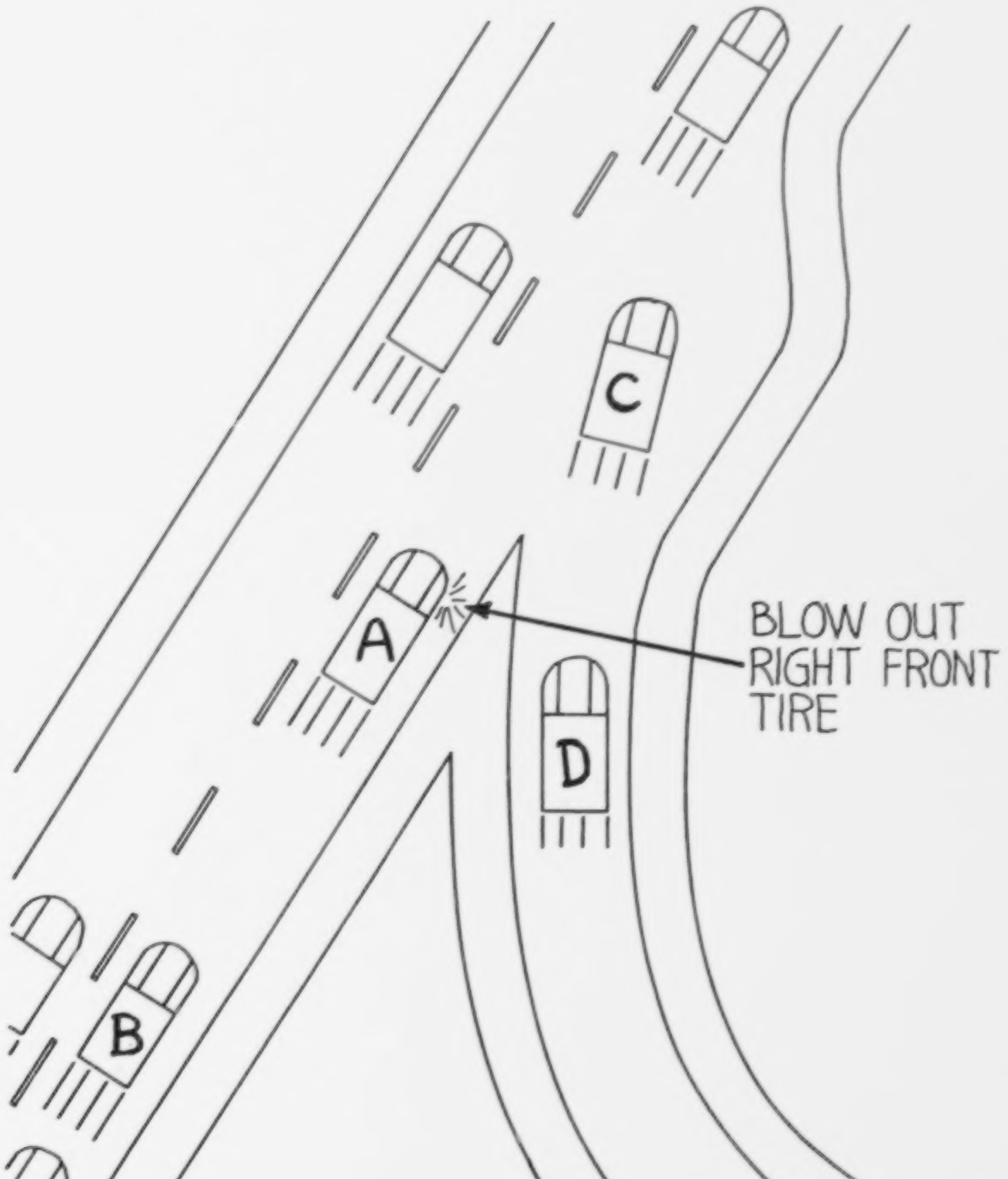
CHANGING A FLAT TIRE ON THE ROAD



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T11a
Transparency #3 of 3

BLOWOUT IN FREEWAY TRAFFIC



Xxxxxxx School District
July, 1986

STUDY SHEET SS11a

(Page 1 of 3 pages)

THE SAFETY BELT MESSAGE

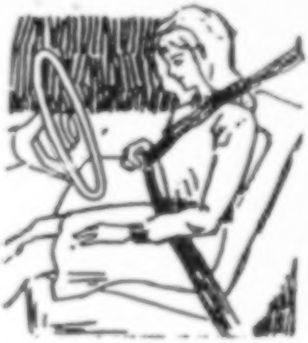
(Adapted from a booklet from the U.S. Dept. of Transportation, 1977)

A. We worry and wonder about the "atomic age"; we anticipate the glamour and convenience of the "space age." But in a very practical sense, we're still living in the "motor vehicle age." The good, old automobile, which has been with us since the early part of the century, is now the most important form of day-to-day transportation for most people.

According to the Federal Highway Administration, there were 139 million motor vehicles in this country in 1975. Motorcycles made up 5.5 million; trucks accounted for another 26.5 million. The rest were cars - 107 million of them. That's about half as many cars as people in the United States.

Unfortunately, more cars and more people mean more traffic accidents. Automobile drivers and passengers are the victims of most highway injuries and fatalities in the United States. Safety belts can save more lives and reduce more injuries than any other safety device available to automobile occupants. But safety belts will to do their job only when people remember to use them.

That's the "safety belt message." You can make a great contribution to highway safety by "buckling up" every time you drive or ride in a car. And you can show you care by encouraging your passengers, friends and family to do the same.



B. Worksheet W11a will be used along with this study sheet. Please follow directions carefully as you go from one to the other.

Answer the questions on the worksheet as freely and honestly as you can -- you won't be graded on your answers to any of the questions.

Read and work through the study sheet and worksheet from beginning to end in one sitting.

C. Now answer the questions in A only on W11a.

D. HOW MUCH DO YOU KNOW ABOUT SAFETY BELTS?

Most people agree that safety belts reduce injuries and save lives - in one survey, 90 per cent of the people interviewed associated belt usage with greater safety. You may agree that safety belts are helpful, but is this enough to convince you to buckle up when you drive?

Find out how much you really know about safety belts. Don't worry if you make mistakes. This is not a test.

Now answer question B1 on W11a.

(Over for E.)

STUDY SHEET SS11a
(Page 2 of 3 pages)

E. If you answered a to B1, read 1a below first; if you answered b, read 1b first; and if you answered c, read 1c first:

1a. You said that the highest death rate per year from motor vehicle accidents occurs in the 15 to 24 age group. You're right! Motor vehicle accidents account for more than 16,000 deaths per year in this age group - almost five times more than any other cause of death.

1b. You said that the highest death rate per year from motor vehicle accidents occurs in the 25 to 44 age group. That's incorrect. Almost 24,000 people per year in this age group are victims of cancer and heart disease. The death toll in motor vehicle accidents is still high, however - over 12,000 per year.

1c. You said that the death rate per year from motor vehicle accidents is highest among the 45 to 64 age group. That's incorrect. The leading causes of death in this age group are heart disease which takes 174,000 per year and cancer which claims 125,000 per year. Still, motor vehicle accidents account for over 8,000 deaths per year in this age group.

Now answer question B2 on W11a.

F. If you answered a to B2, read 2a below first; if you answered b, read 2b first; and if you answered c, read 2c first:

2a. You said 20 per cent of all accidents occur at speeds under 40 miles per hour. No, it's much more than that. Even if you're driving to the corner grocery or moving your car to park on the opposite side of the street, wearing safety belts gives you an advantage. Fatalities have occurred at speeds as low as 12 miles per hour.

2b. You said 50 per cent of all accidents occur at speeds under 40 miles per hour. No, not right. It's higher than that. Remember that even if you're driving at a good, safe 10 miles per hour on a suburbab road, you may be struck by a drunken driver whose speed is well over the speed limit. Being a defensive driver applies to wearing safety belts. You never know when someone else is going to hit you.

2c. You said 80 per cent of all accidents occur at speeds under 40 miles per hour. You're right! The reason most accidents occur close to home and at speeds of less than 40 miles per hour is that most driving is done under these conditions. Therefore, the likelihood of accidents occurring is greatest. Protecting yourself and others in the car by wearing safety belts whenever you drive (or ride) is the best action you can take.

Now answer question B3 on W11a.

(Over for G.)

G. If you answered a to B3, read 3a below first; if you answered b, read 3b first:

3a. Yes, safety belts prevent you from striking the inside of the car. Impacts within the car are known as the "second collision." The first collision occurs when the vehicle in which you are riding hits or is hit by another vehicle or obstacle. Your car stops, but your body keeps moving and is thrown into the dashboard, roof, steering wheel or doors. This is the second collision. Safety belts - particularly lap-shoulder belts - prevent and/or substantially reduce injuries due to "second collisions."

3b. Yes, safety belts ensure better control of the car. Safety belts keep you in place and slow you down with the car. When you make a sudden stop or turn or when the wheels hit dips or holes in the road, safety belts hold both the driver and passengers firmly and protectively in place. By keeping the driver in place behind the wheel and in control of the car, safety belts can prevent accidents from happening. They can also keep minor accidents from becoming major ones.

Now answer question B4 on W11a.

H. If you answered a to B4, read 4a below first; if you answered b, read 4b first:

4a. You said that it's safer to be thrown clear of the car. No way! Research shows that you're 25 times more likely to be killed if you're thrown out of the car. If the car catches fire or goes under water, safety belts help to keep you conscious and uninjured so you can get free of the car. It takes only a split second to release the safety belt.

4b. You said that it's not safer to be thrown clear of the car. You're right! You can't choose your landing spot in an accident which propels you out of the car. Statistically, you're 25 times further away from accidental death if a safety belt is holding you inside the car.

Now answer question B5 on W11a.

I. If you answered a to B5, read 5a below first; if you answered b, read 5b first:

5a. You think safety belts are uncomfortable and could possibly hurt you. This answer isn't all wrong - but it isn't all right either. Lap belts are usually very comfortable. They prevent slouching in the seat which, in turn, prevents fatigue. Lap-shoulder belts may be slightly uncomfortable for some individuals - especially shorter people - because the belts may not fit them properly. Recent lap-shoulder belt combinations with built-in inertia reels provide greater comfort for users than earlier lap-shoulder belt designs do. However, minor discomfort is a small price to pay for the benefits safety belts provide. As to whether safety belts can hurt you, there have been some cases of people being bruised by their belt as it restrained them from smashing into the dashboard or hurtling out of the car. But think: what would have happened without the safety belt?

5b. You said, "Even if they are a little uncomfortable, wearing safety belts is worth it." This is a better answer. Properly adjusted and fastened, safety belts actually make many people more comfortable behind the wheel. Your safety belt lets you drive with greater peace of mind. It also helps to keep you in a comfortable, upright position which eliminates fatigue brought on by slouching.

Now answer all three questions in C on W11a.

STUDY SHEET SS11b

(Page 1 of 4 pages)

TECHNIQUES IN AVOIDING COLLISIONS - EMERGENCY MANEUVERS

The purpose of this study sheet is (1) to acquaint you with the techniques of emergency maneuvering, (2) to have you develop the ability to recognize the situations where these maneuvers can be used, and (3) to identify some potential dangers involved in using these maneuvers in traffic. By the end of this program you should have acquired a base or background of knowledge concerning emergency maneuvers that will allow you to make alternative decisions when confronted with potential conflicts.

Emergency situations develop every day you drive. Since you have little control over other drivers and sometimes you, yourself, will make driving errors, it is almost impossible to predict when these situations will arise. In order to be prepared for these situations you, as a driver, must have a background of knowledge concerning emergency maneuvers which will allow you to take appropriate action when confronted with these emergencies. On the following pages you will cover, in programmed form, the techniques used for various emergency maneuvers, general situations where these maneuvers could be used, and some of the dangers involved in each.

This study sheet is to be used with Worksheet W11b. The sections in each correspond to the sections in the other. It would be easiest if you completed the worksheet as you are reading the study sheet.

SECTION 1 - CONTROLLED BRAKING:

In order to be skillful in the use of controlled braking, you must be able to move your right foot from the accelerator to the brake "as rapidly as possible" and then push down on the brake as fast and as firmly as you can, without having the tires skid.

The technique of stopping in an emergency without skidding the wheels is known as controlled braking. The controlled braking technique is often difficult to learn, for many reasons. Since, from the beginning of the course, you have been instructed to brake gradually, you are conditioned not to hit the brake hard or in an emergency you may tend to brake too hard and skid the tires causing the car to take longer to stop. In some situations you must prepare yourself to do this. Practice in this technique, even mental practice, is necessary to overcome the urge to make a slow, smooth stop.

The controlled braking technique is useful in situations where something is directly in front of your vehicle. These situations come up most often because you, the driver, are not paying enough attention to your task, or you are distracted by some other factor. The negligence of other drivers is another factor which causes these situations to develop.

SECTION 2 - QUICK STEERING:

Often, when confronted with emergencies, you may find it necessary to steer quickly to avoid a crash. To prepare yourself for this maneuver, you must first determine which hand position on the steering wheel will give you maximum control. Normally, you are encouraged to use the 10-2 position for the best control under most driving conditions.

Basically, what is important, is that you have your hands balanced on the top half of the steering wheel.

In order to use any technique you must be preparing for predicting emergencies to develop. Quick vision checks for side hazards must be made prior to a quick steer maneuver.

In many emergencies, steering can be more effective than braking to avoid conflict with obstacles. The use of quick steering when faced with a hazard approaching from the side, will allow you to get space to maneuver, provided the new path you select is clear. Some situations where this technique might apply are (1) a vehicle door opening in front of you, (2) a pedestrian stepping out from between parked vehicles, or (3) a vehicle pulling into an intersection when you have the right of way.

SECTION 3 - QUICK STEERING & CONTROLLED BRAKING:

Some situations will call for a combination of the two techniques mentioned before. The technique for this maneuver is generally the same, but we must consider that we are now doing two different things at the same time. These two things, steering and braking, require us to move two different parts of our body in two different directions. This will force us to give more attention to controlling the pressure on the brake to prevent skidding, and controlling the movement of the steering wheel to prevent oversteering. A driver will have a tendency to oversteer if he/she is too close to the obstacle.

Two situations where the quick steering and controlled braking techniques are used are (1) when an on-coming vehicle pulls into your lane, or (2) when a vehicle changes lanes suddenly in front of you, forcing you to maneuver.

Controlled braking and quick steering are useful in situations where controlled braking alone will not avoid a collision, and then the steering adjustments help to avoid the accident.

SECTION 4 - QUICK ACCELERATION:

The quick acceleration technique is used at times when you have judged that, by moving faster, you can avoid a conflict. To use this technique, you must snap your foot down on the accelerator (gas pedal), to force the vehicle to quickly pick up speed. How much pressure you use on the gas pedal will depend on the performance capabilities of your vehicle. If you have a high-performance sports vehicle, the pressure will not be very much. If you have a small engine, compact vehicle, you may have to push the gas pedal down as hard as you can. This technique should be accomplished without spinning the tires for maximum traction. The use of quick steering in combination with quick acceleration may be necessary in some cases, to avoid a conflict, where slowing down or keeping your speed may increase your chances of having an accident.

Generally, quick acceleration is useful in situations where other vehicles are moving toward your vehicle, and where keeping the same speed, or slowing down, will make it more likely for you to have an accident.

SECTION 5 - SKID CONTROL:

Skidding is a fact of driving that plays a big role in traffic accidents. Since tires are the points where the vehicle comes in direct contact with the road, anything the vehicle does, including any skidding, is ultimately translated through them.

Friction, the "grip" between the tires and the road, allows the vehicle to start, stop, and/or corner. There are three types of friction involved with a car and driving, static, rolling or dynamic, and sliding.

There is a greater amount of friction between a stationary wheel and the road than there is between a sliding wheel and the road. Picture a vehicle parked on an icy hill. The brakes are locked so that the wheels cannot roll. It might take three or four men to get the vehicle moving. When they do, it stays in motion and slides to the bottom of the hill. As long as the vehicle is not being pushed, static friction keeps the vehicle from sliding down the hill. However, once the men push hard enough to overcome the static friction, the vehicle continues to slide on its own. This demonstrates that sliding friction does not grip the road as well as static friction.

Now, let's picture the same vehicle, with a driver in it, being pushed by the same men -- only this time the wheels are rolling, and the driver is lightly braking, but not locking the brakes. With the men pushing the vehicle, the wheels will continue to roll, because there is less friction between a rolling wheel and the road than there is between a stationary wheel and the road. When the men stop pushing, the vehicle comes to a stop, demonstrating that there is more friction between a rolling wheel and the road than there is between a sliding wheel and the road. This illustrates the value of keeping the wheels rolling and not locking up brakes when stopping quickly.

Friction between the tires and the road is not always constant. Sand, or water on the road, for example, decreases the level of friction. As your speed increases, the friction between the tires and the road decreases. With decreased friction for whatever reason, the possibility of skidding increases.

Although there is no one way to handle any particular skid, there are certain rules and techniques that can be applied to help control skidding. Four basic rules are:

1. Do not use your brakes until steering control is re-established.
2. Do not accelerate.
3. Depress the clutch, if you're driving a manual shift vehicle.
4. "Countersteer" to correct for the skid.

As you read about the following skids, you'll see why these four rules are important.

FRONT WHEEL BRAKING SKID

This skid results due to the fact that the front brakes are set up tighter than the rear brakes. When you brake hard, the front wheels lock. As the vehicle begins to skid, you suddenly find that you cannot steer, no matter how you turn the wheels, and the vehicle continues straight ahead. Locked front wheels cannot turn the vehicle.

When a vehicle is in a front wheel braking skid, all of the available friction at the front tires is being used up by the skid. No cornering force can develop. At the same time, the rolling rear wheels act as a "rudder" to keep the vehicle going in a straight line. If you've stepped on the brakes to steer around an obstacle, you'll undoubtedly find the vehicle skidding into whatever it was that you were attempting to avoid.

What can be done about this skid? You should get off the brakes. Let the tires re-establish rolling friction.

REAR BRAKING SKID

In this skid, the vehicle can spin 180 degrees and end up going backward. It occurs when the rear wheels lockup or brake loose in a corner. As soon as the vehicle turns slightly, the rear wheels slide sideways and spin the vehicle around. When this type of skid occurs, stay off the brakes and steer in the direction you want the car to go. With the brakes off, the tires can keep or re-establish rolling friction and, by steering, you should be able to bring the vehicle back in line.

ALL WHEEL BRAKING SKID

This is one of the most common skids, the type of skid that occurs even if the brakes are adjusted properly. It occurs when the driver jams on the brakes too hard usually in a panic situation, causing all four wheels to lock and begin to skid. The vehicle will, under these circumstances, slide unpredictably in any direction.

Correcting this skid is easy to understand, but it is difficult to accomplish. Simply get off the brakes and let the tires re-establish rolling friction. This takes practice; for when a vehicle is in a violent skid, the natural reaction is to brake even harder.

POWER SKID

This skid is the result of accelerating too fast for road conditions or on curves. Power applied to the drive wheels overcomes the grip of the tires, causing them to spin. When a tire is spinning, it has no friction to keep the wheels from slipping sideways. Generally, the vehicle "fishtails" -- swings back and forth if going straight, and spins around if in a corner. A vehicle in a power skid acts essentially the same as a vehicle skidding with its rear wheels locked.

To control a power skid, ease up on the accelerator (gas pedal), let the vehicle stabilize, and brake gently.

The most severe power skid can cause power spin-out, triggered by accelerating through a corner or sharp curve. The change from rolling to sliding friction is sudden and violent; the vehicle may spin completely around several times. Regaining control is very difficult. If you aren't ready for this reaction, and don't respond correctly immediately, the vehicle will spin out of control. Attempt to regain control by keeping your foot off the brake and gas pedal and then steer.

If the vehicle is simply going too fast, and it is obvious that you cannot stay on the road, try to aim the vehicle for a clear spot where you can stop without hitting anything, or try to hit as soft an object as possible. Steering at the right time, can make the difference between hitting a tree and skidding into an open field. Braking may not be helpful in this situation. Above all, to avoid getting into such a situation, remember to slow down prior to going into a turn.

SPIN-OUT

Spin-outs may occur as a result of several factors. You're rounding a corner and hit a patch of ice, or loose gravel. You suddenly discover that a corner, or curve, is sharper than you had anticipated. In either situation, as you try to keep the vehicle on the road, the rear tires break loose and the vehicle whips around.

The spin-out is a very difficult skid to control. Keeping the vehicle on the road, and pointed in the right direction, may be the best you can hope for.

SECTION 6 - RUNNING OFF THE ROAD:

There may be times, even in normal situations, when your vehicle goes off the edge of the roadway, or some other vehicle forces you off the roadway edge. The ability to recover from this is necessary, simply because you cannot predict whether or not it will happen.

If your right side wheels drop off the pavement edge, onto a soft shoulder, the appropriate response is to (1) hold the steering wheel steady, (2) allow the vehicle to slow down gradually, (very light and gradual braking might be necessary, if obstacles are ahead), (3) when a very slow speed is reached, check traffic and turn wheels sharply to the left, to bring the vehicle back onto the pavement. A point to remember about different pavement edges is that if the edge is smooth (no drop off), then return smoothly; if the edge is sharp (2 to 4 inch drop), return sharply. Avoid slamming on the brakes or trying to steer back onto the pavement at high speeds. Either of these actions can produce a dangerous skid or rollover.

SECTION 7 - PROBLEMS THAT CAN ARISE WHEN NECESSARY TO USE EMERGENCY PROCEDURES:

With the use of emergency maneuvers comes potential dangers that should be considered. The quick braking technique increases your chances of being hit from the rear. Since there is more of a chance of being hit from behind when using this technique, you need to adjust how quickly you stop considering the danger ahead if there is also a risk of collision with the vehicle behind you. Quick braking also increases the possibility of skidding, especially on slippery surfaces. If skidding does develop, remember to "get off the brakes". The main danger involved in quick steering is that you may steer into the path of other vehicles or into roadside hazards when you don't have sufficient time to make the vision checks and aren't fully aware of what is to either side of you. At high speeds, quick steering also increases the likelihood of a sideways skid or even turning over.

SECTION 8 - SUMMARY:

When you have responded to a situation, you must be prepared to change your response if the situation changes. You must have alternatives available for you to use, when you see that your response is not going to work. In other words keep "working" at getting yourself out of the emergency as long as you have a chance to control the car. This is needed since the use of a single, emergency maneuvering technique may not allow you to avoid conflict.

The need for emergency procedures can normally be avoided by recognizing the emergency at an earlier point, as it is developing. When these emergencies are recognized, you can adjust to them before they call for an emergency procedure.

WORKSHEET W11a

(Page 1 of 2 pages)

Name____________________________ Date_______________

THE SAFETY BELT MESSAGE

Directions: This worksheet is to be completed using SS11a. Read parts A, B, & C of SS11a before beginning work on this worksheet.

A. 1. Do you usually wear a safety belt at all times when you ride or drive? (Safety belts include both lap belts and lap-shoulder belts.)

_____yes _____ no

2. If you answered "no," list your reasons below:

____

____

____

3. Do your parents, brothers and sisters use safety belts?

_____yes _____no

*Now read D on SS11a.

B. 1. In which age group would you expect to find the highest death rate per year due to motor vehicle accidents?

a._____15 to 24

b._____25 to 44

c._____45 to 64

*Now read E on SS11a to check your answer.

2. How about the speeds at which people drive? Forty miles per hour seems to be a fairly reasonable speed at which to travel. What percentage of accidents do you suppose occurs at speeds under 40 miles per hour?

a._____20% or slightly over

b._____50% or slightly over

c._____80% or slightly over

*Now read F on SS11a to check your answer.

3. Recent studies show that safety belts are about 60% effective. This means that vehicle occupants wearing safety belts are 60% less likely to suffer serious or fatal injuries in accidents than are unbelted occupants. Why do you think safety belts are effective?

a.____They prevent your head,chest and upper abdomen from hitting the windshield, steering wheel or other parts of the car interior.

b._____Even if you are not involved in a collision, safety belts insure that you will have more control of the car.

*Now read G on SS11a to check your answer.

4. You've probably heard a number of arguments against safety belts. What about this one? "I'd rather be thrown clear of the car than be trapped in it in case of fire or submersion." What do you think?

a._____It's safer to be thrown clear of the car.

b._____It's not safer to be thrown clear of the car.

*Now read H on SS11a to check your answer.

5. Here's another argument people sometimes use against safety belts -- "Safety belts are uncomfortable. Some people say they can even hurt you!" Which statement is closer to what you think?

a._____I think safety belts are uncomfortable and could possible hurt you.

b._____Even if they are a little uncomfortable, wearing safety belts is worth it.

*Now read I on SS11a to check your answer.

C. 1. Did this program change any of your feelings about using safety belts?

_____yes _____no

Why or why not?____

____

____

2. Are there any objections you have about safety belts that were not answered by this program?

_____yes _____no

If you answered "yes," list your objections.____________________________

____

____

3. Do you think you can now --and will-- influence other people (such as your family and friends) to use safety belts?

_____yes _____no

Comments____

____

____

WORKSHEET W11b

(Page 1 of 2 pages)

Name______________________________ Date__________

TECHNIQUES IN AVOIDING COLLISIONS - EMERGENCY MANEUVERS

Directions: Complete this worksheet by filling in the blanks while reading Study Sheet SS11b. The sections below correspond to the sections on the Study Sheet. A couple of answers are already filled in for you.

SECTION 1 - CONTROLLED BRAKING:

A. The __________ __________ technique enables you to stop quickly without skidding.

B. In an emergency a driver tends to brake too hard and __________ the __________.

C. When the tires skid it takes ____________________ to stop the car.

D. Two of the main reasons that controlled braking situations develop are lack of ______________ by you as a driver, and __________ of other drivers.

SECTION 2 - QUICK STEERING

A. In emergencies such as a vehicle door opening in front of you ____________ can be more effective than braking to avoid ______________. B. When making a quick steering maneuver, __________ ____________ checks for side hazards must be made.

C. A good hand position for quick steering is the ____________________ position.

SECTION 3 - QUICK STEERING AND BRAKING

A. Sometimes a situation, such as an on-coming car pulling into your lane, calls for using both quick ______________ and controlled _______________ at the same time.

B. The difficulty in using both controlled braking and steering at the same time is having to do two things at once, controlling the _____________ on the brake to prevent ____________, and controlling how much we turn the ____________________ ________________ to prevent ___________.

SECTION 4 - QUICK ACCELERATION

A. When slowing down or keeping the same speed would increase your chances of an accident, you should use the ____________ _________________ technique.

B. The quick acceleration technique means snapping your foot down on the ______________ or _________ _________________ as quickly as you can without __________________ the tires.

SECTION 5 - SKID CONTROL

A. Friction between the tires and the road is _______________ for rolling friction than for sliding friction which is why a driver should not _______________ the brakes in an emergency.

B. Decreased friction ________________ the chances of skidding. Some causes of decreased friction are _____________ or_______________ on the road and high ______________.

C. One rule for handling a skid is to not use brakes until regaining __________________ ____________.

D. A vehicle cannot be ______________ when the front brakes are locked.

E. When you find yourself in a skid caused by brakes being locked, the first thing to do is _________ ________ ______ ____________ so that the tires can re-establish _________________ friction.

F. It is difficult to condition ourselves to "get off the brakes" when we are in a skid because the ____________ reaction is to brake even __________________.

WORKSHEET W11b
(Page 1 of 2 pages)

G. A power skid is the result of accelerating too ____________ or entering a ______________________ too fast while continuing to accelerate.

H. Spin outs occur when a driver finds himself/herself in a curve that is ________________________ than he/she anticipated or he/she hits a patch of ________ or loose ________________ while in a turn.

SECTION 6 - RUNNING OFF THE ROAD

A. Running off the road can occur when another driver ________________ off the _________________, or when inattention may cause you to go off the road in normal __________________________.

B. If you run off the road, you should not try to return to the pavement at _____________________ speed.

C. The basic procedure is to slow down ______________________, hold steering _____________________, and only when slowed down, turn _____________________ onto the pavement.

SECTION 7 - PROBLEMS THAT CAN ARISE WHEN NECESSARY TO USE EMERGENCY PROCEDURES

A. The quick braking ___________________ increases the chances of a _______________ _____________ collision.

B. The quick steering technique could cause _____________________ into the path of another ___________________ or into roadside _____________________.

SECTION 8 - SUMMARY

A. The best way to meet emergencies once in them is to keep ________________ at getting out of them as long as you have a ____________________ to control the _______________________.

B. Most important, though, is to ________________________ emergencies developing and make ________________ before you need an emergency procedure.

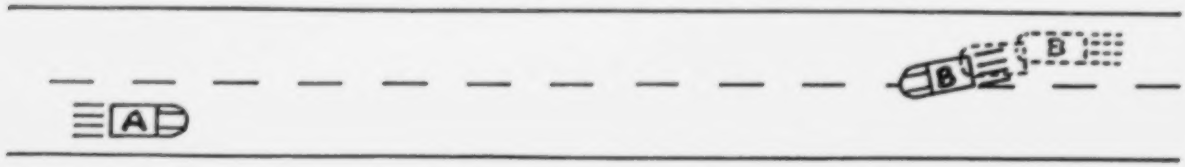
WORKSHEET W11c
(Page 1 of 2 pages)

Name____ Date_________________

EVASIVE MANEUVERS

Directions: In the following situations, evasive maneuvers or actions are necessary. Write in the space provided the evasive action you would take to avoid impact or keep it to a minimum. You are always the driver of Car A.

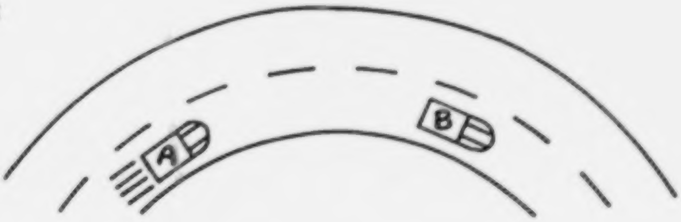
Situation 1: Car approaching crossing center line into your lane.

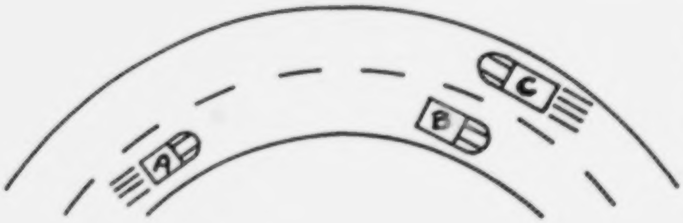


ACTION:

Situation 2: As you round a curve at 55 MPH, you come upon a stalled vehicle in your lane.

ACTION:

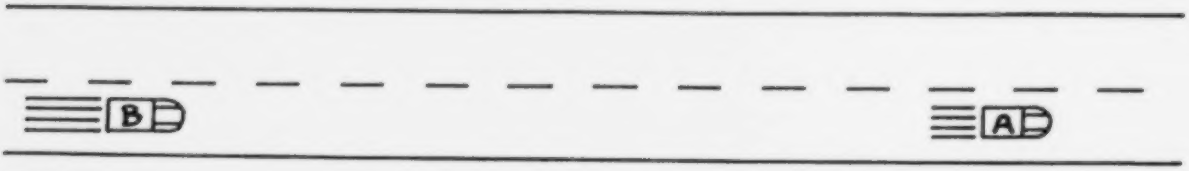




Situation 3: As you round a curve at 55 MPH, you come upon a stalled vehicle in your lane and an approaching car visible in the on-coming lane.

ACTION:

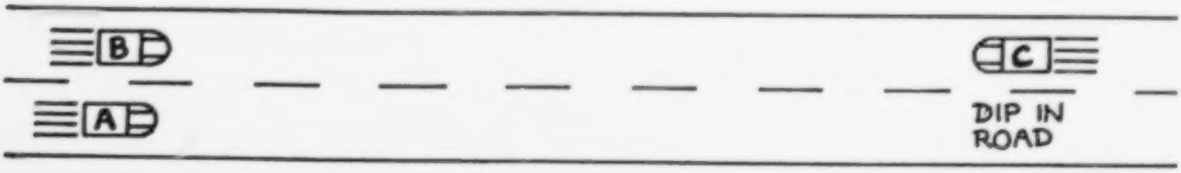
Situation 4: As you are driving down a long hill, you see a runaway vehicle approaching from the rear.



ACTION:

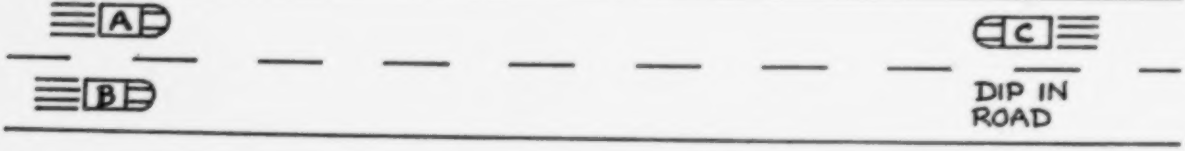
WORKSHEET W11c
(Page 2 of 2 pages)

Situation 5: As a car is passing you, and gets alongside, an on-coming vehicle appears out of a dip in the road and is too close for the passing car to complete the pass.



ACTION:

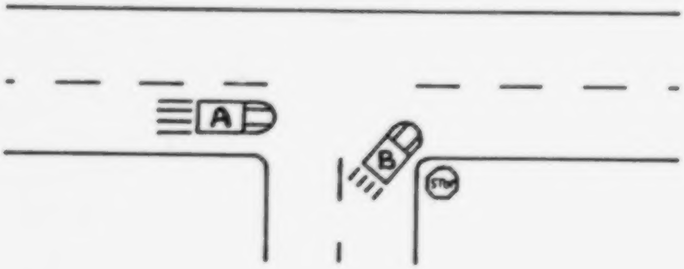
Situation 6: Same as Situation 5 except that you are passing.



ACTION:

Situation 7: A car turns in front of you in an intersection at the last minute.

ACTION:



Xxxxxxx School District
July, 1986

WORKSHEET W11d

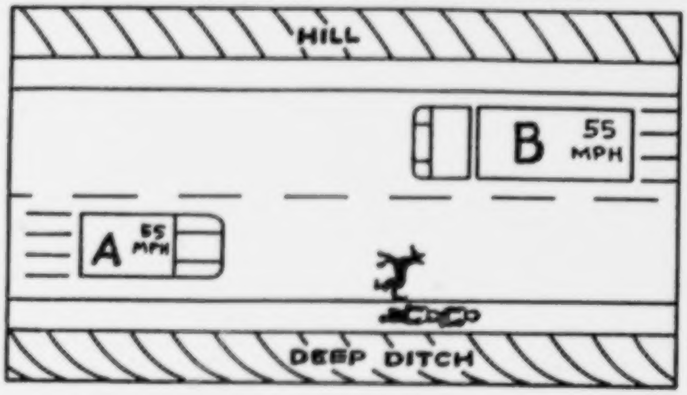
(Page 1 of 2 pages)

Name______________________________ Date______________

EVASIVE ACTION FOR MINIMIZING IMPACT

Directions: Describe the best route of action each driver of vehicles labeled with letters should take which would result in the least amount of harm and damage for all involved. Substantiate each answer by stating how alternative actions would cause more harm or damage.

SITUATION #1



Vehicle A

Best action:

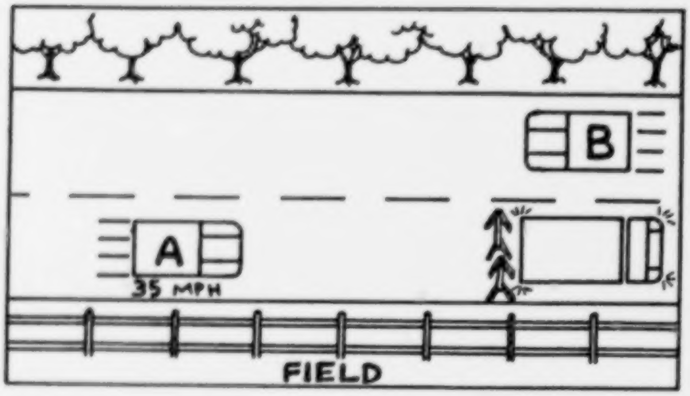
Alternative actions that could be more harmful:

Vehicle B

Best action:

Alternative actions that could be more harmful:

SITUATION #2



Vehicle A

Best action:

Alternative actions that could be more harmful:

Vehicle B

Best action:

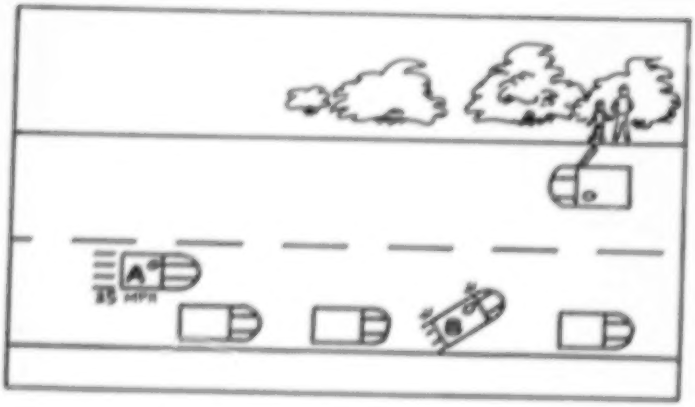
Alternative actions that could be more harmful:

WORKSHEET W11d
(Page 2 of 2 pages)

SITUATION #3

Vehicle A

Best action:



Alternative actions that could be more harmful:

Vehicle B

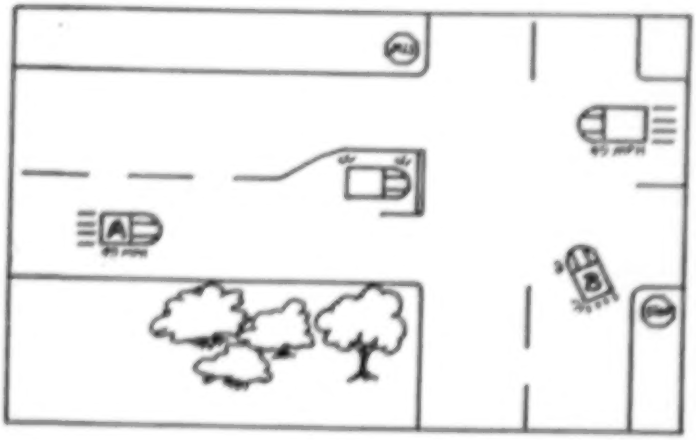
Best action:

Alternative actions that could be more harmful:

SITUATION #4

Vehicle A

Best action:



Alternative actions that could be more harmful

Vehicle B

Best action:

Alternative actions that could be more harmful:

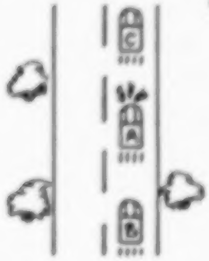
WORKSHEET W11e

(Page 1 of 2 pages)

Name____ Date_________________

VEHICLE MALFUNCTIONS AND BREAKDOWNS

Directions: You are the driver of Car A in each of the following situations which involves a vehicle malfunction or breakdown. View each situation and indicate what you think the vehicle malfunction or problem is by circling your choice(s) in #2 by each situation. Then indicate the justifiable measure(s) you could take by circling your choice(s) in #3 by each situation.



A. 1. Situation--as you drive down a rural highway you smell and see smoke coming from under your hood.

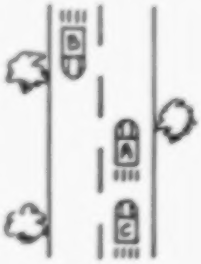
2. The malfunction(s) may be:
   - a). Your front brakes are hot.
   - b). There is a fire in the engine.
   - c). Your vehicle is overheating.

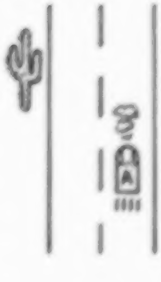
3. What measure(s) would you take?
   - a). Find a service station for assistance.
   - b). Pull off the road and attempt to put out the fire.
   - c). Pull off the road, turn off the key, secure the car and get the passengers and yourself out of the vehicle.

B. 1. Situation--you are travelling at 45 MPH on a rural highway when your engine quits.

2. The malfunction(s) may be:
   - a). You are out of gas.
   - b). You have a mechanical failure involving ignition.

3. What measure(s) would you take?
   - a). Shift to neutral and restart the engine.
   - b). Coast to the side of the road and try to restart the engine.
   - c). Stop your vehicle well off the road and seek help.





C. 1. Situation--as you are driving, steam begins to come out from under your hood.

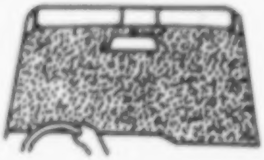
2. The malfunction(s) may be:
   - a). The vehicle is overheating.
   - b). The vehicle is getting rid of excess water.

3. What measure(s) would you take?
   - a). Stop the car immediately in a safe area.
   - b). Remove the radiator cap.
   - c). Allow the engine to cool, remove the radiator cap utilizing a rag to prevent burns, and add water.

D. 1. Situation--you are travelling 45 to 50 MPH on a rural highway and suddenly you have no forward vision.

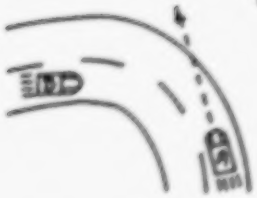
2. The malfunction(s) may be:
   - a). The hood flies up.
   - b). Weather conditions.
   - c). Your vision is failing.

3. What measure(s) would you take?
   - a). Re-adjust your vision, look around or under the hood to see some roadway.
   - b). "Hit" the brakes hard.
   - c). Steer off the road immediately.
   - d). Look out the left front side window at the center line while slowing and preparing to stop.



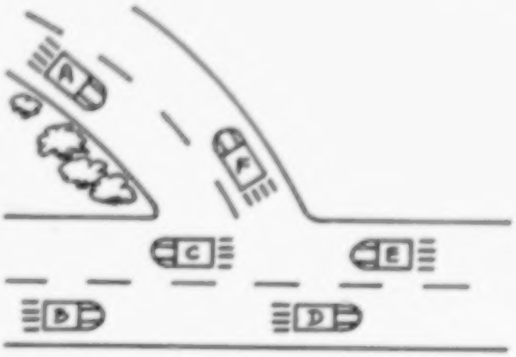
WORKSHEET W11e

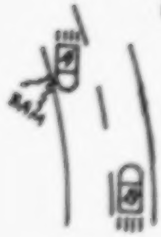
(Page 2 of 2 pages)



E. 1. Situation--as you enter a curve, you find your vehicle will not turn but continues straight.
   2. The malfunction(s) may be:
      a). You misjudged the curve.
      b). Your steering failed.
      c). Your speed was too fast for the curve.
   3. What measure(s) would you take?
      a). Try more force to turn the wheel.
      b). Brake as much as possible without throwing the car into a skid.
      c). Accelerate.
      d). "Pump" the brakes.

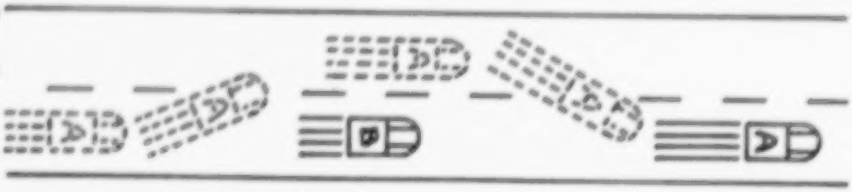
F. 1. Situation--gradual downhill slope - you apply the brakes and they go to the floor.
   2. The malfunction(s) may be:
      a). You did not see the intersection in time.
      b). Your speed is too fast to stop.
      c). The brakes have failed.
   3. What measure(s) would you take?
      a). Shift to park first.
      b). Pump the brakes, downshift, apply the park brake, and escape to the shoulder.
      c). Try to weave through traffic.
      d). Shift to park if nothing else will stop the car.





G. 1. Situation--you hear a bang, the vehicle wobbles, and pulls hard right.
   2. The malfunction(s) may be:
      a). You had a blow-out.
      b). The front end needs to be aligned.
   3. What measure(s) would you take?
      a). Correct by steering only.
      b). Let up on the gas, don't brake at first, hold a course in the lane and ease off road.

H. 1. Situation--you have been following Car B for a while and now decide you have room to pass. You begin to pass and push the accelerator all the way to the floor. Once past car B, you return to the right lane and let off the accelerator. You discover your speed is still increasing.



   2. The malfunction(s) may be:
      a). You have a "lead foot."
      b). You have a stuck accelerator.
   3. What measure(s) will you take?
      a). Turn off the key and coast to the side of the road.
      b). Pry up the gas pedal with your toe while keeping your eyes on the road.
      c). If you can't unstick the accelerator with your toe, reach down and pull it up with your hand since you are on a wide open road.

WORKSHEET W11f
(One page only)

Name________________________________ Date_______________

CHANGING A TIRE

Directions: With a parent or guardian or someone designated by your parent or guardian, change a tire on a car using the procedures listed below. Return this worksheet to the teacher by the date assigned.

1. Check that automatic shift car is in park or standard transmission car is in low or reverse.
2. Set parking brake firmly.
3. Block both wheels at both front and back of tires at the opposite end of the car from which the tire is to be changed with boards or bricks.
4. Remove all tire-changing equipment and spare tire from trunk or storage area.
5. Pry off hub cap with jack handle or screwdriver.
6. Loosen the lug nuts or bolts slightly with socket wrench or tire-changing (lug) wrench.
7. Use the jack to raise wheel off ground. (Check the car manual for specific jacking instructions). Make certain the jack is straight. Jack slowly as wheel begins to lift off the ground. Jack just enough that tire clears ground. Check the stability of the car once the wheel is off the ground by gently rocking forward and back and side to side. IF CAR IS NOT STABLE, DO NOT REMOVE THE TIRE, BUT LET THE CAR DOWN AND JACK IT UP AGAIN UNTIL IT IS STABLE.
8. Remove the lug nuts or bolts and pull off the wheel. BE CAREFUL NOT TO GET YOUR HANDS IN A POSITION BETWEEN THE GROUND AND THE TIRE OR THE TIRE AND THE FENDER WHERE THEY COULD BE CAUGHT WHILE REMOVING OR REPLACING THE TIRE AND LUGS, SHOULD, BY SOME REMOTE CHANCE, THE CAR FALL. ALWAYS KEEP YOURSELF IN A POSITION TO BE ABLE TO GET AWAY QUICKLY SHOULD THE CAR START TO FALL.
9. Put on the spare tire and replace the lug nuts or bolts and tighten each at least four or five turns by hand.
10. Tighten two of the lug nuts or bolts firmly with the wrench on the opposite sides of the wheel.
11. Lower the jack until the tire is in contact with the ground but not fully lowered. Tighten firmly all the lug nuts or bolts with the wrench in a crisscross pattern. Once you think they are all tight, make one final check of each lug nut or bolt.
12. Replace the hub cap and lower the car the rest of the way.
13. Store the tire-changing equipment in the trunk or storage area and remove the blocks from the wheels.

- -

I certify that ____changed a tire using the procedure as directed above.

Date_______________ Signed____

Relationship to Student_______________________________

(Return this signed worksheet to the teacher by the date assigned.)

Xxxxxxx School District
July, 1986

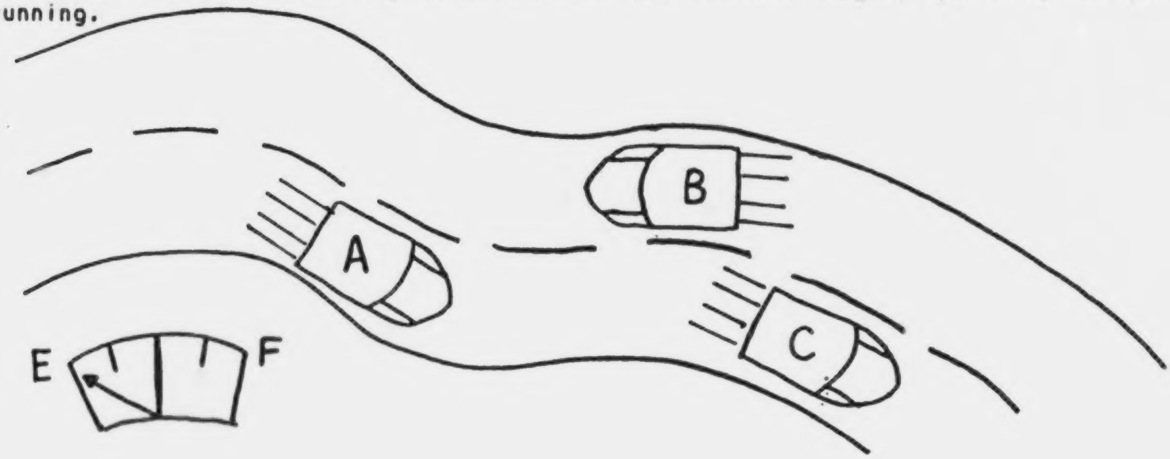
WORKSHEET W11g
(One page only)

Name____ Date________________

ROADSIDE BREAKDOWNS

Directions: Answer the questions in the spaces provided.

Situation: You are traveling 45-50 MPH when your vehicle coughs, sputters, and quits running.



1. How would you react?

2. At this point, what things do you have to do once you are off the road?

3. How can you warn other drivers of your problem?

4. When stalled on a roadway, what are some ways to obtain assistance?

5. Suppose the only way you can move your car home is to tow it. What considerations and procedures should you follow when towing your car?

Xxxxxxx School District
July, 1986

(One page only)

Module 12: VEHICLE CHARACTERISTICS
MOTORCYCLE AWARENESS
NON-MOTORIZED TRAFFIC

OBJECTIVE

THE STUDENT WILL RESPOND WITH AT LEAST 70% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS RELATED TO VEHICLE CHARACTERISTICS: Classes of vehicles (e.g. compact, full size, trucks, motorcycles), Performance capabilities; MOTORCYCLE AWARENESS; Motorcycle procedures differences, Attitudes regarding motorcycles and operators of motorcycles, Accident causes between cars and motorcycles, Interacting with motorcycles; and NON-MOTORIZED TRAFFIC: Pedestrians, Bicyclists, Animals.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. View filmstrip cassette program "How to Tell Your Car About Motorcycles", and participate in a teacher-led discussion during the filmstrip. (W12b should be assigned after viewing this filmstrip.) (35 mins.)
2. View AAA 16MM film, "A Driver's View of Motorcycling" and participate in a teacher-led discussion on the concepts in the film. (15 mins)
3. Participate in a teacher-led discussion using a transparency made from Overhead Visual 2, Chapter 8, page 8-6 from Scott, Foresman and Co. Teacher Resource Book, 1987. (Discussion information for the transparency is found on page 8-1.)
4. Participate in a teacher-led discussion using overhead Transparency Set T12a (July, 1986). During the discussion complete Worksheet W12a (July, 1986). (25 minutes)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 138-150, 166-172, 338-339; Drive Right for Safety and Savings, pp. 135-139, 151, 190-203, 322-324: Drive Right, a Responsible Approach, pp. 130-144, 166-168, 179; Tomorrow's Drivers, Eighth Edition, pp. 158-171; or Spotsmanlike Driving, Eighth Edition, pp. 192-200, 220-228, 230-236, 296-312, 314-324.
2. Read Driver's Guide for the state of Washington, pp. 23-24, 44-48.
3. Read the pamphlet, "Sharing the Roadway."
4. Complete Worksheet W12a (July, 1986). (To be completed during a classroom group discussion.)
5. Complete Worksheet W12b (July, 1986).
6. Complete Worksheet W12c (July, 1986).

EVALUATION

To pass Module 12 requires:

1. Successful completion of Evaluation E12 using Xxxxxxx School District computer generated tests.

TEACHER-LED DISCUSSIONS (Module 12)

(Page 1 of 2 pages)

FOR USE WITH "HOW TO TELL YOUR CAR ABOUT MOTORCYCLES"

The following questions are posed near the end of the FS program "How to Tell Your Car About Motorcycles" in frames 145 to 155, which appear to the left of each question. Be prepared to stop the tape and filmstrip at each frame after the question has been asked, and get the answers and why's from the students. Note that the answers given here for why are possible answers that should come out, but are not the only answers.

145, 146, 147 - Who is more vulnerable to accident and injury on the highway, the motorcyclist or the motorist?
Answer - The motorcyclist.
Why? - Less protection of vehicle around him/her. Motorcycle harder to see, thus more susceptible to being run into or turned in front of. Motorcycle is less stable.

148 - Who is at fault in most automobile/motorcycle collisions? The car driver or the motorcyclist?
Answer - The car driver.
Why? - Motorists fail to see the smaller motorcycle. Motorists are unaware of motorcycle capabilities.

149 - Where do most collisions take place?
Answer - Intersections.
Why? - More conflict of traffic crossing paths. More for motorist to watch, therefore, making motorcycle even more "invisible" to the motorist. More congestion--tendency of vehicles to crowd.

150 - Which position is the standard riding position for the motorcyclist?
Answer - The left tire track or left one-third of the lane.
Why? - Center of lane usually has oil on it from cars.
Most visibility afforded to motorcyclists of the traffic scene.
Away from parked cars and possible opening of doors.
More visibility of motorcycle by oncoming cars.

151 - What is wrong in this situation?
Answer - The car and the motorcycle should not be in the same lane.
Why? - The motorcycle is a vehicle and is entitled to full lane.
Motorcyclist should not drive through a gap like this even though small enough to do so--dangerous trap.

152 - Who has the right-of-way in this situation?
Answer - The motorcyclist.
Why? - Any vehicle would have the right-of-way--so also should the motorcycle then.

153 - How close should you drive behind a motorcycle?
Answer - Follow at two seconds.
Why? - Same established safe following distance on dry pavement as in following other vehicles.

154 - Why is it best for the motorcyclist to travel on the right side of his lane in this situation?
Answer - He is more visible to the van driver in this lane position.
Why? - Motorcycle may be in van's blind spot if traveling in the usual left tire track.

155 - How might the condition of the road surface affect the riding pattern of the motorcyclist?
Answer - There may be a steel grating road surface on the bridge and the motorcyclist may weave within his lane.

Once discussion on the above is completed finish viewing the filmstrip cassette program.

TEACHER-LED DISCUSSIONS (Module 12)
(Page 2 of 2 pages)

FOR USE WITH 16MM "A DRIVER'S VIEW OF MOTORCYCLING

The following are questions that can be used for the teacher-led discussion on "A Driver's View of Motorcycling". The answers noted are answers that should come out during the discussion, but are not the only correct answers.

1. Why do car drivers tend not to see motorcyclists?
   Answer: Car drivers tend only to look for other cars.
2. Motorcyclists sometimes make quick lane changes. What are some reasons for this?
   Answer: Problems that are minor to a car can be major to a motorcycle such as chuckholes, rocks, gravel, oil slick, water. The quick lane change is often to avoid one of these obstacles.
3. How can motorcyclists help in becoming more visible?
   Answer: By wearing light colored clothing and, at night, wearing reflective material of some kind.
4. Why do motorcyclist seem to appear from nowhere even when the car driver has checked his blind spots?
   Answer: A motorcycle is smaller and the car roof support can easily lock the view
5. Car drivers sometimes misjudge the speed of a motorcycle sharing the roadway. Why is this?
   Answer: A motorcycle is smaller than a car and tends to appear to be farther away.
6. How best can cars share the roadway with the motorcyclist?
   Answer: By allowing the motorcyclist the same space and full lane like any other vehicle.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T12a

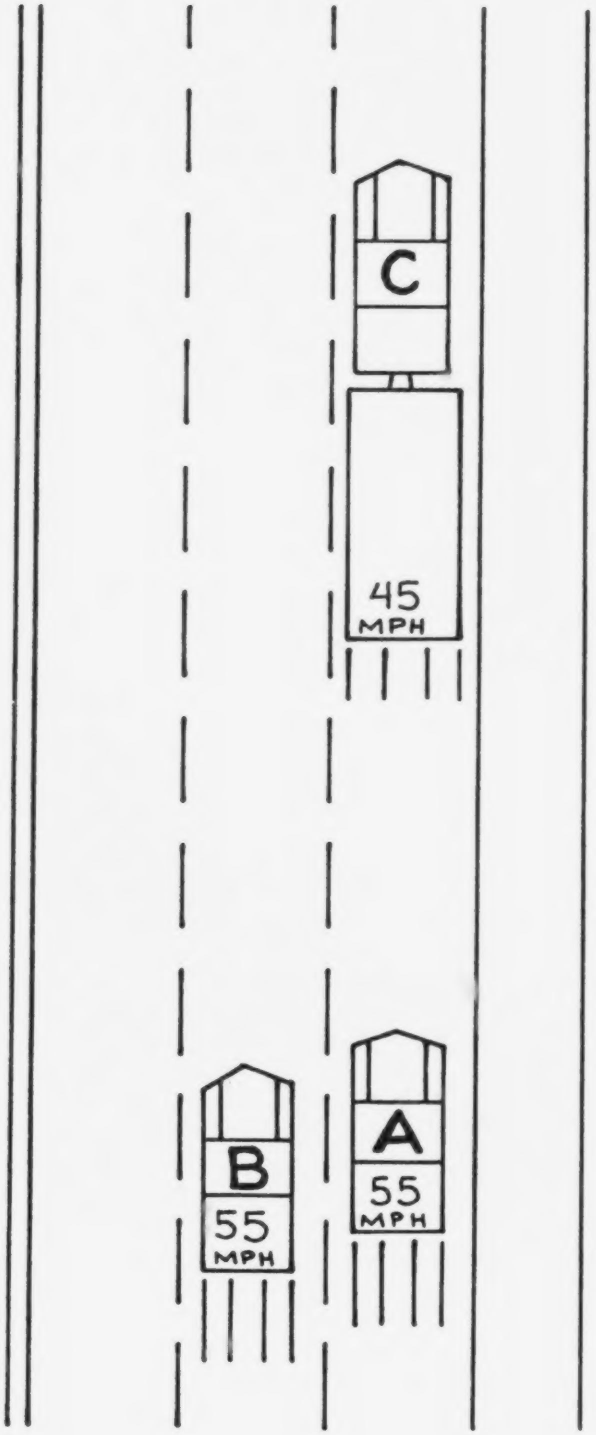
For transparencies 1, 2, and 3, see directions on Worksheet W12a which is completed during the discussion on the transparencies.

For Transparency 4, the discussion information is right on the transparency.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T12a
Transparency #1 of 4

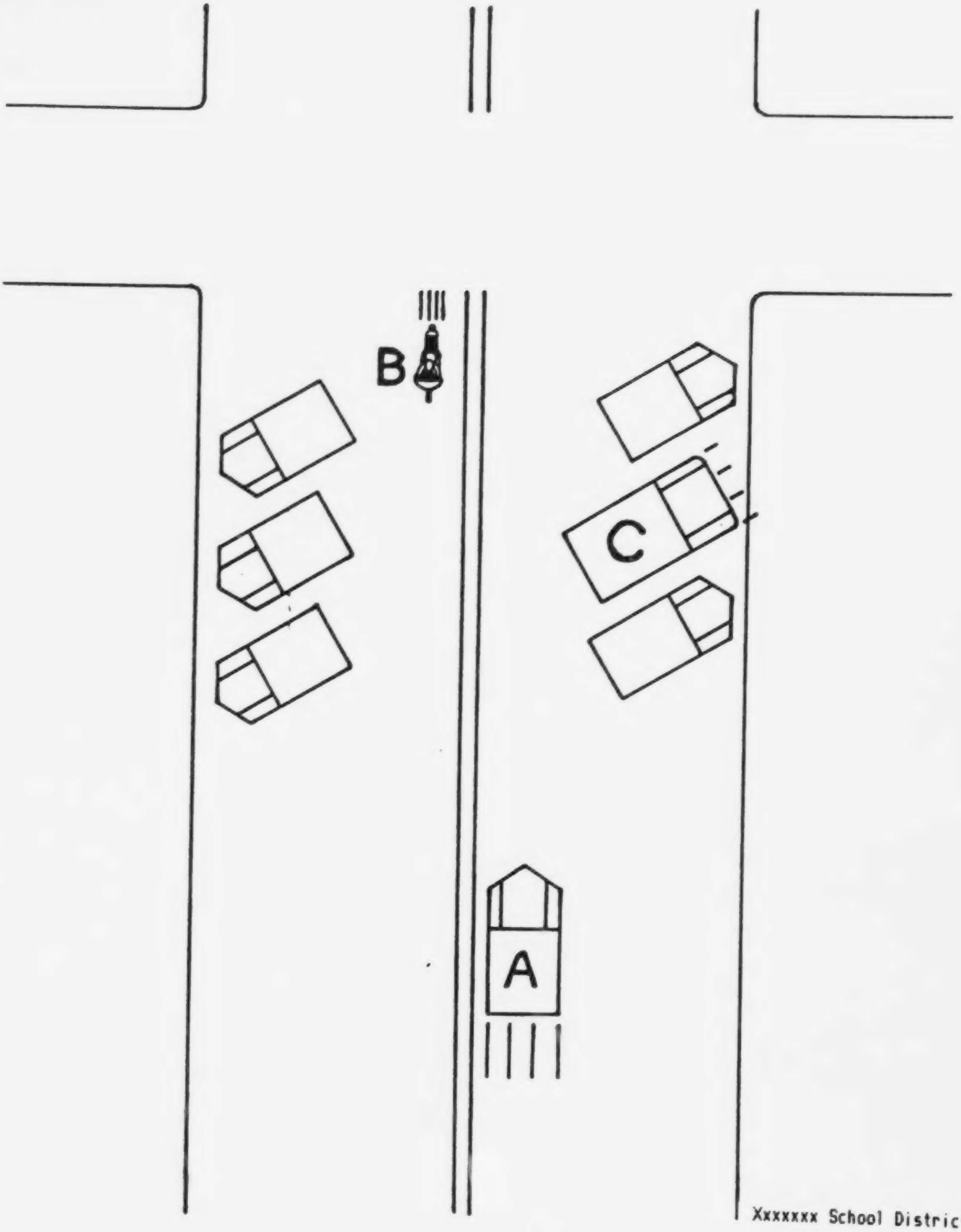
SITUATION #1: VEHICLE TOWING A TRAVEL TRAILER



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T12a
Transparency #2 of 4

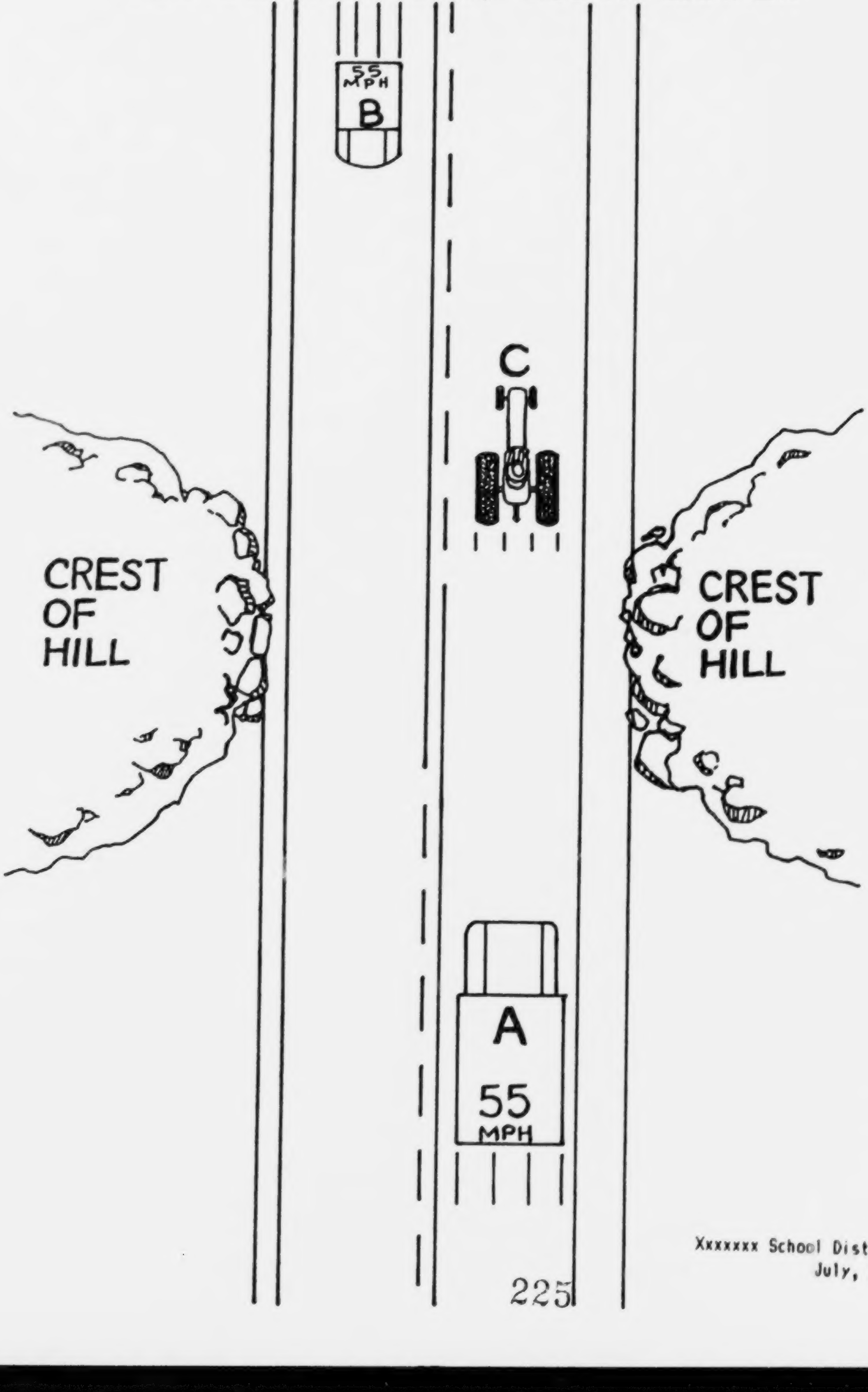
SITUATION #2: ENCOUNTERING A MOTORCYCLE AND TRUCK/VAN



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T12a
Transparency #3 of 4

SITUATION #3: SLOW FARM EQUIPMENT, SUB-COMPACT CAR, BULKY CAMPER



Xxxxxxx School District
July, 1986

TRANSPARENCY SET T12a
Transparency #4 of 4

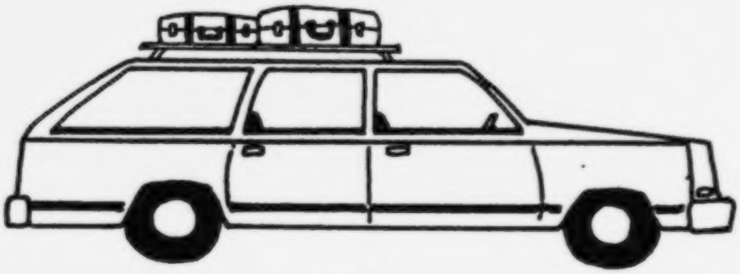
UNSTABLE VEHICLES - RAISING THE CENTER OF GRAVITY

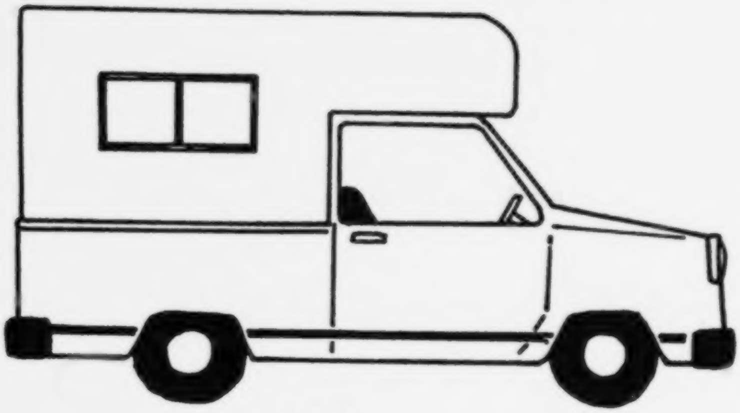
MOST VEHICLES HAVE A LOW CENTER OF GRAVITY SO THEY ARE EASY TO HANDLE WHEN MANEUVERING AND MAKING TURNS. (A)

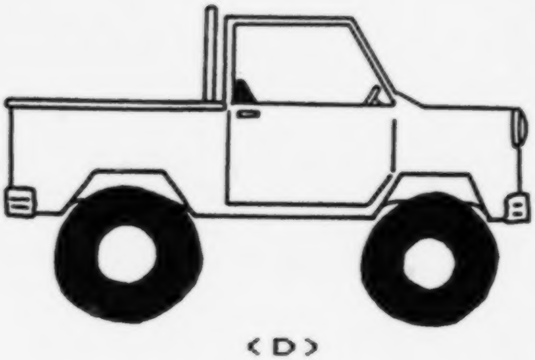
WHENEVER YOU ADD WEIGHT TO THE ROOF (B) OR TO THE VEHICLE ITSELF (C), OR PUT ON LARGE TIRES (D) YOU RAISE THE CENTER OF GRAVITY.

THIS MAKES THE VEHICLE LESS STABLE IN CURVES AND QUICK MANEUVERS, INCREASING THE CHANCE OF LOSS OF CONTROL AND ROLLOVERS.

(A)


(B)


(C)


(D)

WORKSHEET W12a

(Page 1 of 2 pages)

Name____ Date__________________

VEHICLE CHARACTERISTICS AFFECT PERFORMANCE CAPABILITY

Directions: While viewing each of the transparencies of different types of traffic situations involving vehicles with varying characteristics, rate the vehicles indicated in relation to all other vehicles in the areas requested using the following scale: 5 best, 4 above average, 3 average, 2 below average, 1 poorest. Then answer the questions asked about each situation in regard to varying vehicle characteristics.

1. Situation # 1: Freeway traffic encountering a vehicle pulling a travel trailer at a slower speed. Both A and B are mid-size vehicles.

	Vehicles A & B	Vehicle C
Acceleration		
Deceleration		
Maneuverability		
Stability		
Driver Visibility		

a. What considerations concerning vehicle characteristics should be given by the driver of Vehicle A in negotiating this situation?

b. If the positions of vehicles A & C were reversed, what differences would there be for driver C in negotiating this situation?

c. What common considerations should be given by all drivers for a vehicle such as vehicle C?

2. Situation # 2: Vehicle A (a full-size passenger car) is approaching Vehicle C (a truck or van), that is backing out of an angle parking space. There is a motorcycle (Vehicle B) approaching in the opposite direction.

	Vehicles A	Vehicle B	Vehicle C
Acceleration			
Deceleration			
Braking			
Maneuverability			
Stability			
Driver Visibility			

a. What considerations concerning vehicle characteristics should be given by the driver of Vehicle A in negotiating this situation?

Vehicle B?

b. If the positions of Vehicles A and B were reversed, what differences would there be for Vehicle B in negotiating this situation?

WORKSHEET W12a
(Page 2 of 2 pages)

Vehicle A?

c. What common considerations should be given by all drivers for a vehicle such as Vehicle B (motorcycle)?

d. What differences result in regard to vehicle characteristics if Vehicle C was a standard car rather than a truck or van?

3. Situation # 3: Vehicle A (Camper) is approaching a crest of a hill traveling 55 MPH. On the other side of the hill is Vehicle C (slow-moving tractor). Coming up the hill in the opposite lane is a sub-compact car (Vehicle B).

	Vehicles A	Vehicle B	Vehicle C
Acceleration			
Deceleration			
Braking			
Maneuverability			
Stability			
Driver Visibility			

a. What problems regarding vehicle characteristics will the driver of Vehicle A have once it tops the hill and sees the tractor?

b. What advantage is gained regarding vehicle characteristics because Vehicle B is a sub-compact car?

c. Would the situation be less critical or more critical if Vehicles A and B were reversed? Why?

d. Considering the characteristics of the tractor, what different procedures should the driver take to minimize conflict situations?

WORKSHEET W12b

(Page 1 of 2 pages)

Name_______________________________________ Date__________________

ALL ABOUT MOTORCYCLES

1. It is obvious that attitudes vary considerably about motorcycles and their operators. Which of the following statements are true? Place an "x" in front of the true statements.

____Negative attitudes about motorcycles and their operators are usually based upon documented research.

____Prejudice and stereotyping are usually the reasons for negative attitudes about motorcycles and their operators.

____Motorcycle enthusiasts are all daredevils and cannot be trusted.

____Motorcycle enthusiasts are interested in motorcycles for a wide variety of reasons.

2. Which of the following items are advantages of motorcycles compared to automobiles? Place an "x" in front of any item that you would consider as an advantage of a motorcycle.

____Provides more crash protection.

____Provides more comfort.

____Provides more protection from inclement weather.

____Excellent gas mileage.

____Most energy efficient for single person to travel.

____More stability for emergency maneuvers.

____Requires coordination of hands and feet to control and operate.

____Fun to drive.

____Requires a narrow escape path to avoid collisions.

____Needs little space for parking.

3. When comparing performance abilities of automobiles and motorcycles, place an "x" in front of the vehicle that performs best in the identified situations.

A. Acceleration.

____Motorcycle ____Automobile

B. Braking on a wet surface.

____Motorcycle ____Automobile

C. Braking on a dry surface and an expert rider.

____Motorcycle ____Automobile

D. Maneuverability at low speeds.

____Motorcycle ____Automobile

E. Maneuverability at high speeds.

____Motorcycle ____Automobile

WORKSHEET W12b
(Page 2 of 2 pages)

4. From the following list of situations, place an "x" in front of those which are appropriate for the motorcyclist to move out of the left tire track of her lane.

____To pass a car on the right.

____To make yourself more visible to cars you are behind in a lane to your right.
____To cross a railroad track.

____To make a left turn.

____To make a right turn.

5. Motorcycle - Automobile collisions at intersections are often caused by automobile drivers. Which of the following statements cause this situation? Place an "x" in front of your choices.

____Motorcycles are easy to see.

____It is difficult to judge the speed of an approaching motorcycle.

____Motorcyclists are always speeding.

____Turn signals on motorcycles do not cancel automatically.

____Automobile drivers are not used to looking for motorcycles in right-of-way situations.
____Motorcyclists are high risk drivers.

____Motorcycles are small vehicles and are more difficult to see than larger vehicles.

WORKSHEET W12c

(One page only)

Name____ Date________________

PEDESTRIANS, BICYCLISTS, AND ANIMALS

1. What is the meaning of a pedestrian carrying a white cane? How does that change possible actions by you as a driver?

2. What precautions should you take when approaching a person on horseback on the roadway?

3. Explain the right-of-way rule for pedestrians at:

   a. Unmarked intersections

   b. Marked intersections

   c. Jaywalking

4. What laws govern bicycle riders for right-of-way at intersections?

5. In the following traffic environments, which two of the following items would be most important for drivers to use in each situation -- attention, seeing habits, car placement, communication, speed control?

   a. Parked cars on residential street

   b. Driving on a gravel county road

   c. Residential street - children in the yard

   d. Business area at dusk

   e. Pedestrians waiting to cross at intersections

6. Traffic laws apply to bicyclists and pedestrians. Explain how they apply to each and note what is the chief difference.

7. What is the primary responsibility that motor vehicle operators have in regard to pedestrians?

(One page only)

Module 13: ROADWAY VARIATIONS

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 70% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS: Driving on highways; Negotiating hills, curves; Traveling on graveled surfaces, narrow paved roads; Crossing bridges, railroad crossings; Approaching and traveling through tunnels; Compensating for surface irregularities.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. Participate in a teacher-led discussion on Worksheets W13a and W13b. (W13a and W13b must be assigned on a previous day for completion by the beginning of class on the day planned for discussion.) (30 mins.)
2. View Washington Railroad Association 16mm film, "Lucky You." After viewing the film participate in a teacher-led discussion on the concepts presented in the film. (20 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp.60,62-3,116-7,180-6; Drive Right for Safety and Savings, pp.70,74-5,77,146-151,158-9; Drive Right, a Responsible Approach, pp. 108, 114-125, 172-183, 188-190; Tomorrow's Drivers, Eighth Edition, pp. 141-145; or Sportsmanlike Driving, Eighth Edition, pp. 110-113, 156-157.
2. Read the pamphlet, "We Can't Go On Meeting Like This."
3. Read Study Sheet SS13a (July, 1986) and complete Worksheet W13a (July, 1986). (To be used as a part of a classroom group discussion.)
4. Complete Worksheet W13b (July, 1986) (To be used as a part of a classroom group discussion.)
5. In the TSE car when the situation presents itself, practice procedures and processes for driving on highways and encountering roadway variations as directed by the teacher. Though no specific objective is required in this module for the lab phase, routes for other lessons should be planned to include the concepts from this module so that the students are able to receive some instruction in these concepts.
6. Practice application of procedures and processes for driving on highways and encountering roadway variations with parents or other qualified licensed persons.

EVALUATION

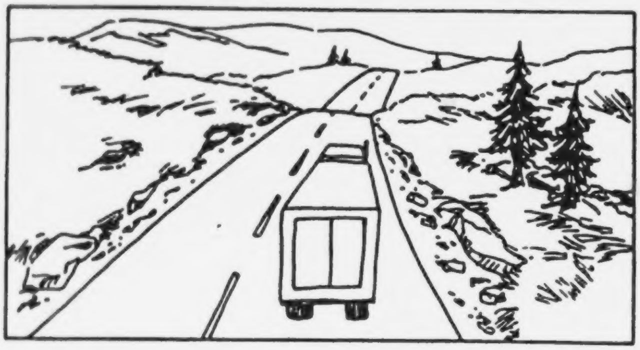
To pass Module 13 requires:

1. Successful completion of Evaluation E13 using XXXXXXX School District computer generated tests.

STUDY SHEET SS13a
(Page 1 of 4 pages)

ROADWAY VARIATIONS

Section 1 - HILLS



Hills require adjustments in your driving because of shortened sight distance near the crest of the hill, tendency for the vehicle to speed up and an increased stopping distance when going downhill, and a tendency for the vehicle to slow down when going up a hill.

Because of shortened sight distance at the crest of a hill, be certain to be well to the right in your lane and be ready to react quickly should something appear in your lane. Slow down if you are in an area where it could be likely that animals or farm vehicles or other obstacles could be on the road.

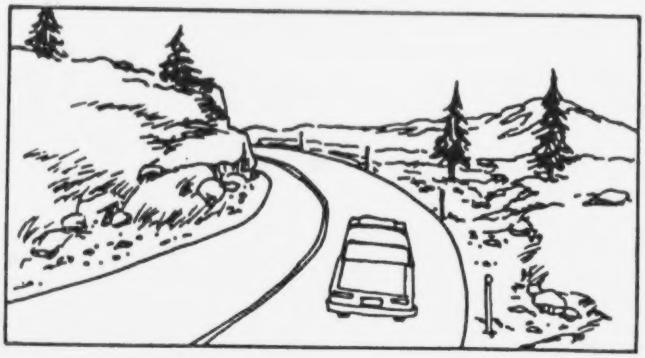
Always have a vehicle in gear when going down a hill. As soon as you go over the crest of the hill, watch and keep your speed from going over the speed limit by letting up on the gas and braking if necessary. Continuous partial brake pressure is best if braking is needed for controlling speed downhill. Do not brake hard and then let up intermittently. Observe other vehicles, especially trucks, because the extra weight tends to make them increase speed even more. Observe hill signs for indication of steep downhills.

Just before starting up a hill increase accelerator pressure and continue to do so in order to maintain speed. Be alert for vehicles, especially smaller cars, trailers, or trucks which are not always able to maintain speed up the hills and be ready to adjust speed accordingly. DO NOT PASS if you are too close to the crest of the hill.

Procedures

a. Observe and obey hill signs.
b. At the crest of the hill, stay right and be ready to keep car speeding up.
c. When going downhill maintain speed control with accelerator up and/or continuous brake pressure. If the downhill is very steep, shift to a lower gear to obtain braking effect (compression) from the engine.
d. When going uphill, increase accelerator pressure and observe for slower vehicles.

Section 2 - CURVES



Speed may need to be reduced when taking a curve due to shortened sight distance and centrifugal force.

Therefore, when entering a curve, focus on the farthest clear path of travel possible. Look through the curve. Be prepared to react quickly should something appear in your lane. Slow down if you are in an area where it could be likely that animals or farm vehicles or other obstacles could be on the road.

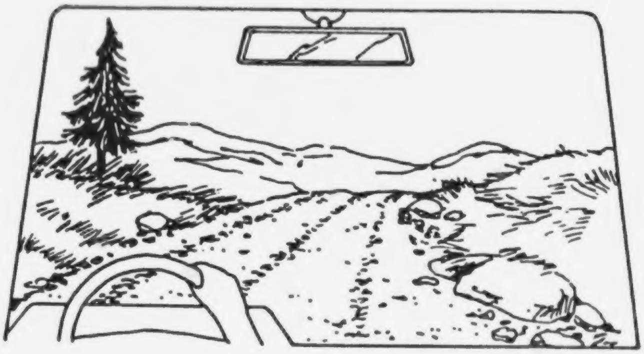
Centrifugal force is the result of the principle of inertia. This means that when rounding a curve the car tends to go straight to the outside of the curve. If the curve is sharp enough or you enter too fast, it could cause the car to skid toward the outside of the curve and the driver could lose control of the car. At this time, should a driver brake hard enough to lock the wheels it would probably cause the vehicle to skid off the road.

Chances of a vehicle skidding are minimized when a driver slows before entering a curve, maintains a constant speed through the first half of the curve and then slightly accelerates through the rest of the curve.

Procedures:

a. Look for curve signs.
b. Look well ahead to anticipate steering corrections.
c. Reduce speed, if necessary, for sight distance or sharp curve.
d. Accelerate slightly coming out of the curve if it was necessary to slow down because of a sharp curve.
e. If you begin to skid, use steering mostly to make corrections - DO NOT BRAKE HARD.

Section 3 - GRAVEL SURFACES



Gravel surfaces require driving adjustments chiefly because of less traction.

Therefore the procedures are:

a. Drive considerably slower than on a paved roadway.
b. Avoid any sharp turning movements.
c. Increase following distance substantially.

Stopping distances will be longer. Brakes will need to be applied more lightly and gradually than on pavement to keep the wheels from locking up.

More steering adjustments will be needed but also they will need to be done more lightly and gradually than on pavement.

Speed should be reduced before going onto gravel surface roadways from paved surfaces.

For the most part you should attempt to travel in the tracks left by other vehicles.

Care should be taken when crossing the gravel buildup between tire tracks. Extreme care must be taken when having to travel on the gravel buildup when meeting an oncoming car. UNDER NO CIRCUMSTANCES should you pass a vehicle moving at a reasonable speed, even if less than what you desire to travel.

Flying bits of gravel can break headlights and windows. There is usually a substantial amount of dust when the roads get dry in the summertime. These are two more reasons for increasing your following distance.

Section 4 - NARROW PAVED ROADS

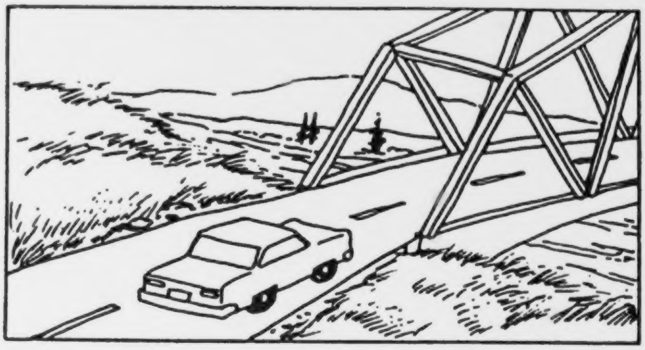
The danger in narrow paved roads is that there is less room for lane control and steering errors as compared to freeways or wide shouldered two lane highways. Therefore, constant attention to proper centered lane position is required.

Generally speed should be reduced. Most of this type of roadway are county or "back-country" roads where speed limits are reduced mainly for that reason.

Higher speed increases the chance of small errors that would be no problem on a wide shouldered highway but could be on a narrow paved road.

Extreme care should be taken if the right wheels drop off the pavement to use off road recovery procedures and NOT to steer back onto the pavement immediately.

Section 5 - BRIDGES



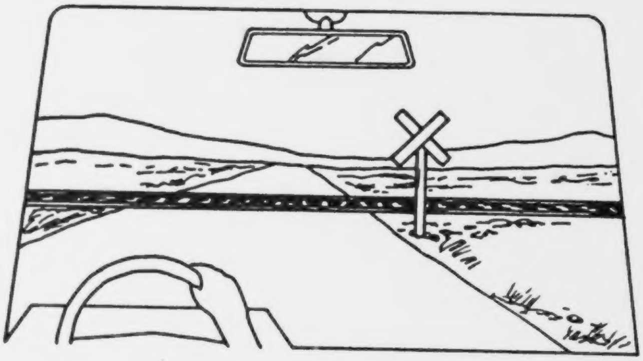
The potential dangers in crossing bridges is caused by the fact that many are narrower than the roadway including shoulders, and that bridges tend to frost over first and sometimes even when no other part of the roadway is frosted.

Because they are narrower, often to the point that you can't get out of the travel lane if you stop, you should not stop or park your vehicle on bridges except in extreme emergency. Even if you should have a blowout on a narrow bridge, you should drive slowly off the bridge until you can get your car completely onto the shoulder out of the travel lane.

Also because of the narrowness and barricades to each side, you usually do not have an out. For that reason, you should make extra effort to separate risks by not being on the bridge while meeting other traffic, especially large trucks.

Sometimes this is not possible or it may cause more conflict by slowing or simply not having space to separate. At that time it is especially important to maintain lane position more efficiently (usually centered in the lane) which is usually required on narrow bridges even when no oncoming traffic is immediately present.

Section 6 - RAILROAD CROSSINGS



Observe signs and comply with controls for railroad crossings.

Look both ways before crossing any track. Stop if a train is coming (15 to 20 feet from the track or at the marked stop line). If the train is very long at all, it is wise to put on the parking brake and shift to park (neutral in a standard shift car).

Don't ever park or stop and wait while on railroad tracks.

After waiting for a train to pass proceed across railroad tracks only after you are sure it is clear in both directions, especially if there are multiple tracks where a train from the opposite direction could be screened by the first train.

You should slow down before crossing tracks because the crossing can often be very rough.

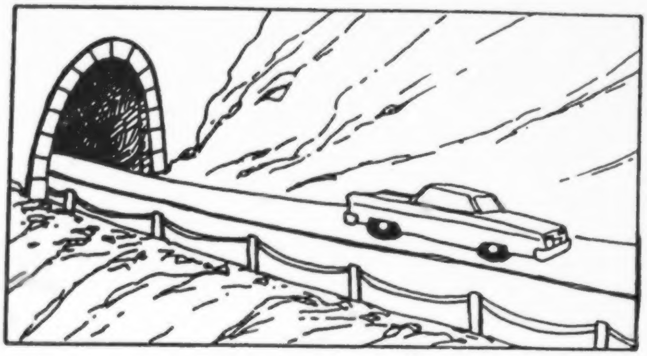
Don't trust that if there are warning controls and they are off, that you can proceed without looking - controls can malfunction.

The great majority of railroad crossings have only signs, not controls.

Remember that busses and tank trucks are required to stop at all railroad crossings - so be prepared to stop behind them if they must stop in the travel lane or proceed around them with extreme caution if there is an extra lane provided for them to stop.

(over)

Section 7 - TUNNELS



The potential dangers from approaching and traveling through the majority of tunnels is caused by reduced visibility during the day and space restriction of a narrow roadway without shoulders.

When entering a tunnel during daytime, especially if it is sunny, visibility is immediately affected by the contrasting darker interior of the tunnel, even when well lighted. Therefore it is important that before entering a tunnel you:

a. Remove sunglasses if they are being worn.
b. Turn on headlights whether required by signing or not. (This is not for you to be able to see better, but is to make you more visible to other vehicles in the tunnel.)
c. Firmly establish your lane position in the center of the proper lane of travel.
d. Observe and comply with posted regulatory or warning signs.

After entering the tunnel, you should:

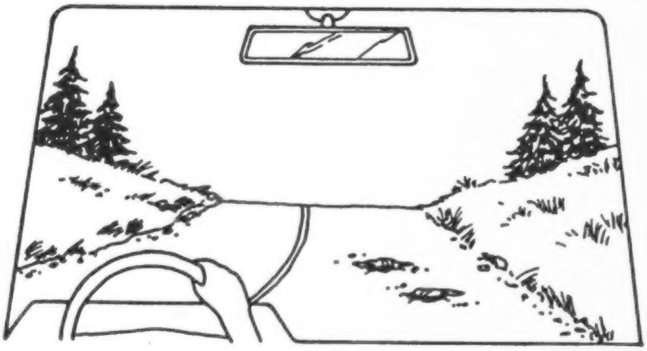
a. Observe side structures or walls and pavement markings to be sure you are maintaining the best lane position to allow space for yourself and other vehicles in the tunnel.
b. Do not stop or park in a tunnel except in extreme emergency. (A flat tire is not an extreme emergency.) If you must stop, turn off your engine to help reduce carbon monoxide buildup in the tunnel.

When you leave the tunnel you should:

a. Be prepared for momentary "blinding" of the daylight (especially if it is a long tunnel and/or it is a bright sunny day). Be extra conscious of the pavement markings and your lane position until your eyes adjust (which is usually rather quick for most people) or you can put your sunglasses on.
b. Turn off your headlights (unless, of course, it is your practice to drive with headlights on at all times for safety.)

Some tunnels are very short. For these it may not be necessary to take the step of turning on your headlights, but still should command some special attention to the potential danger of narrower roadway and momentary slight vision reduction.

Section 8 - CHUCKHOLES (Surface Irregularities)



If possible, steer to avoid chuckholes.

Procedures:

a. Observe chuckhole
b. Reduce speed
c. If possible, steer to avoid chuckhole.
d. If chuckhole is unavoidable, brake, then release brake before wheels encounter the chuckhole.

This procedure aids the suspension of the vehicle. Grasp the steering wheel firmly as you drive through a chuckhole.

If you hit a chuckhole with the brakes on, there is a greater shock for both the car and people in it. This is because the wheels are not able to roll through and over the chuckhole as easily. That is why you should apply brakes before hitting a chuckhole and then release them as you get to the chuckhole.

WORKSHEET W13a

(Page 1 of 2 pages)

Name______________________________________ Date___________________

ROADWAY VARIATIONS

Section 1 - HILLS

a. Why is it important to scan, or look for buses, trucks, or trailers when approaching a hill?

b. When driving a vehicle down a hill, what is the best type of brake pressure?

c. As you crest a hill, why should you reduce accelerator pressure?

d. When approaching the crest of a hill, in order to allow a space cushion between your vehicle and any approaching traffic, what should you do?

e. It is a very unsafe practice, when going down a hill, to:
__1) take your vehicle out of gear __2) shift down to a lower gear __3) brake gradually
Explain why you chose which answer and why you did not choose the other two:

Section 2 - CURVES

a. When a driver is approaching a curve, what happens to his/her sight distance?

b. Before entering a sharp curve, what should a driver do?

c. When negotiating a curve, what should the driver do?

d. If a driver has entered a curve too fast and then locks the brakes to reduce speed, the vehicle will probably:
__1) stop immediately __2) slow gradually in the lane __3) skid off the road
Explain your choice:

Section 3 - GRAVEL SURFACES

a. Which of the following road surfaces would require the slowest travel speed?
__1) concrete __2) asphalt __3) gravel
Explain your choice:

b. When driving on gravel roads, you should avoid tracking your tires:
__1) in the tracks made by other vehicles
__2) on the ridge of gravel build-up between tire tracks

c. Stopping distances on gravel surfaces compared to concrete surfaces are:
__1) shorter __2) greater __3) the same
Explain your choice:

d. When driving on a gravel surface road, as compared with a concrete surface road, your following distance should be:
__1) increased __2) decreased __3) the same
Explain your answer:

e. Flying particles are a greater hazard on which of the following road surfaces:
__1) concrete __2) asphalt __3) gravel

Section 4 - NARROW PAVED ROADS

a. What two items are most important in traveling on narrow paved roads?

b. What is probably the most likely emergency you as a driver could have to deal with on narrow paved roads?

Explain your answer:

Section 5 - BRIDGES

a. When traveling across a bridge, a driver is allowed to stop on the bridge
__1) anytime __2) never __3) in case of an emergency
Explain your answer:

b. When crossing a bridge, a driver should usually:
__1) remain in the center of his/her lane __2) move to the right in his/her lane __3) move to the left in his/her lane
Would there be times when the other two answers would be more correct? Explain:

c. What are the two chief reasons bridges require "adjustments" in your driving?
1) Why?
2) Why?

Section 6 - RAILROAD CROSSINGS

a. Which of the following vehicles are not required to stop at all railroad crossings?
__1) tank trucks __2) school busses __3) passenger cars
Explain:

b. At multiple railroad track crossings, after a train has passed your stopped vehicle, the greatest danger/hazard to your crossing the tracks is:
__1) stalling the engine __2) an oncoming vehicle __3) a hidden train coming from the other direction

c. When approaching a railroad crossing, knowing that there is no train approaching, you should still reduce speed because:
__1) the road surface may be rough __2) the train may be temporarily hidden from your view

d. What should you do if you are approaching railroad tracks and there is a train coming?

Section 7 - TUNNELS

a. What three things, other than observing posted speeds, should a driver usually do before entering a tunnel?
Why?

b. Why is attention to lane position and lane control more important in tunnels?

c. Which of the following would be a justifiable reason for stopping in a tunnel?
__1) an accident in front of you __2) a flat tire __3) your engine starts to backfire
Explain:

d. What is the problem at the point of coming out of a tunnel?

What should you do to compensate for this?

Section 8 - CHUCKHOLES (Surface Irregularities)

a. The most important driver adjustment when encountering a chuckhole is:
__1) reducing speed __2) good braking __3) steering properly
Explain why you chose your answer over the other two:

b. When brakes are applied continuously through the chuckhole, the shock transmitted through the vehicle will be
__1) less __2) greater __3) no difference
Why?

c. After reducing speed, the best procedure for encountering a chuckhole is to:
__1) release brakes as you drive through __2) steer to avoid the chuckhole
Explain:

WORKSHEET W13b

(Page 1 of 2 pages)

Name____________________________________ Date________________

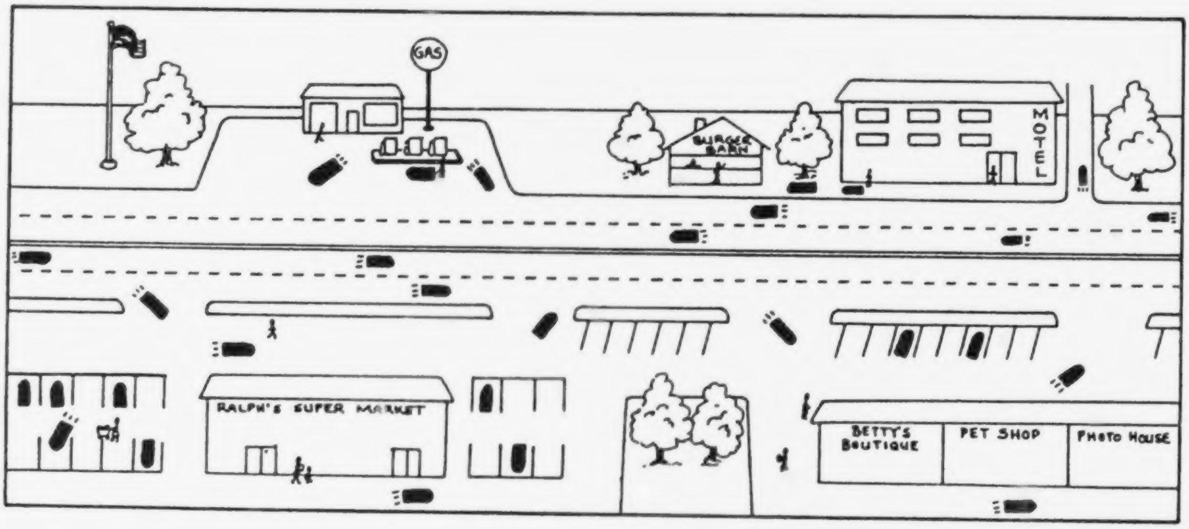
HIGHWAY DRIVING

1. Highway and freeway driving are essentially easier than city driving. Why is that true?

2. Though highway and freeway driving are essentially easier, mistakes are usually more critical. Why is that true?

3. Why is separating hazards especially important in highway driving?

4. The drawing below shows a four-lane highway through a built-up, but "non-city" area. Often the speed limit remains at 55 MPH or is only lowered slightly to 45 or 50 MPH. List four specific hazards or dangers this creates that are not normally found on the open highway.



   1.

   2.

   3.

   4.

5. What is the purpose of the practice of driving with headlights on in the daytime?

WORKSHEET W13b
(Page 2 of 2 pages)

6. Describe the particular hazard each of the following present in highway driving:
   1. Slow moving trucks:

   2. Animals:

   3. Meeting long lines of cars on two-lane highways:

   4. Visibility at rural intersections:

7. Explain how each of the following affect your decision about your space cushion and the speed you choose to travel:
   1. Width of the road:

   2. Weather:

   3. Field of view:

   4. The flow of traffic:

Module 14: LIMITED VISIBILITY LESSENED TRACTION SPECIAL DRIVING CONDITIONS

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 75% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS: CAUSES OF LIMITED VISIBILITY: Fog, Rain, Snow, Frost, Dirt, Snow on windows, Items on dash or in back window, Vehicle design; COMPENSATION FOR LIMITED VISIBILITY: Lights, Speed control, Windows washed, Defroster; CAUSES OF LESSENED TRACTION: Ice and snow, Gravel, Hydroplaning, Compounding of lessened traction by worn tires, rough road, and/or speed; COMPENSATION FOR LESSENED TRACTION: Speed control, Regular and special equipment, Special driving procedures, Recognizing and avoiding problem areas; SPECIAL DRIVING CONDITIONS: Extreme cold, Strong winds, Hot weather.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. View AAA 16mm film "Water Skiing on Four Wheels." After viewing the film, participate in a teacher-led discussion on items from the film. (20 mins.)
2. View AAA 16mm film, "To Drive at Night." After viewing the film, participate in a teacher-led discussion on items from the film. (20 mins.)
3. Participate in a teacher-led discussion on limited visibility and lessened traction using W14a for part of the discussion. (W14a must be assigned on a previous class day for completion by the beginning of class on the day planned for this discussion.) (25 mins.)
4. Participate in a teacher-led discussion using W14b. (W14b must be assigned on a previous class day for completion by the beginning of class on the day planned for this discussion.) (15 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp.218-230; Drive Right for Safety and Savings, pp.206-219; Drive Right, a Responsible Approach, pp. 220-238; Tomorrow's Drivers, Eighth Edition, pp. 178-182; or Sportsmanlike Driving, Eighth Edition, pp. 152-157, 159-164.
2. Read Driver's Guide for the state of Washington, 6-85, on Bad Weather, pp.37-38.
3. Read AAA pamphlet, "Driving During Darkness."
4. Read AAA pamphlet, "The Complete Guide of How to Go on Ice and Snow."
5. Read Study Sheet SS14a (July, 1986) and complete W14c.
6. Complete W14a (July, 1986) (To be used as a part of a classroom group discussion.)
7. Complete W14b. (July, 1986) (To be used as a part of a classroom group discussion.)
8. Practice driving at night by participating in a night driving lesson with the TSE teacher or with parents, using Study Sheet SS14b, "Parental Involvement Package for Night Driving." (July, 1986)
9. In the TSE car when the situation presents itself, practice procedures and processes for driving when there is limited visibility and/or lessened traction as directed by the teacher. (Though no specific objective is required in this module for the lab phase, effort should be made to provide the opportunity to have a lesson for each student on streets with some ice and snow when the course is scheduled to encompass some of the winter time.)
10. Practice application of procedures and processes for driving when there is limited visibility and/or lessened traction with parents or other qualified persons. This should be done in light or no traffic areas to begin with. Only after the student has progressed through a majority of the TSE in-car lessons should practice be attempted in this area in moderate or heavier traffic, and then only in moderate conditions. A student should have considerably more experience driving than is usually gained by the end of the course before driving in more severe conditions of limited visibility and lessened traction.

Module 14: LIMITED VISIBILITY
LESSENED TRACTION
SPECIAL DRIVING CONDITIONS

EVALUATION

To pass Module 14 requires:

1. Successful completion of Evaluation E14 using XXXXXX School District computer generated tests.

TEACHER-LED DISCUSSIONS (Module 14)

(One page only)

LIMITED VISIBILITY AND LESSENED TRACTION

(Uses W14a for part of the discussion)

Limited Visibility

1. Use the students' completed Worksheet W14a as the basis for discussion points. Ask the students for the answers they wrote for the various questions. Try to get as many answers as possible for each area of each condition. Note that some may have only one or two or even no truly viable answers.

Lessened Traction

The following are questions about lessened traction to ask the students and possible answers.

1. What are the various causes for skidding or loss of traction?
   Possible Answer: Road conditions: ice, snow, water, gravel, etc. on the roadway; rough roadway; curves. Condition of car: uneven braking; worn tires; unmatched tires in wear or kind. Actions of the driver: sudden steering; abrupt acceleration, excessive speed; braking too hard. Most often there is a combination of the above factors. (Be sure this point gets made).
2. What is hydroplaning? How can you correct for it?
   Possible Answer: Hydroplaning in a car is when the car rides up on the buildup of water on the road surface much like a boat or water skis on a lake. Take foot off gas and slow down; do not brake; steer and countersteer for skid if necessary. If full hydroplaning, the only thing a driver can do is ride it out.
3. What is the way to approach driving on ice and snow?
   Answer: Gently
4. What are some tips for starting and stopping on ice and snow?
   Possible Answers: Accelerate very slowly, use second gear to start out in a standard transmission car, pump or "squeeze" brakes, start early for a stop.
5. What are some things you should do to prepare your car for driving in the winter on roads often having lessened traction?
   Possible Answers: Snow tires, chains, carry sand, have a small shovel, put extra weight over drive wheels.
6. Where might you find slick patches on otherwise bare and dry roads?
   Possible Answers: Shaded areas (by trees, buildings, etc.), bridge or overpass surfaces.

Xxxxxxx School District
July, 1986

USING WORKSHEET W14b

Use the students completed Worksheet W14b as the basis for discussion points. Ask the students for the answers they wrote for the various questions. Try to get as many answers as possible for each item.

Xxxxxxx School District
July, 1986

STUDY SHEET SS14a

(Page 1 Of 2 pages)

CAUSES OF SKIDDING - LOSS OF TRACTION

The causes of skidding (loss of traction) can be divided into three groups: (1) conditions of the road, (2) conditions of the vehicle, and (3) actions of the driver.

Section 1 - Conditions of the Road

a. Ice, snow, or frost
b. Wet road, particularly when the road surface has drops of oil and particles of rubber - especially with the first rain after a long dry spell.
c. Mud on the road which can be found near farm entrances, outside building sites, and truck crossings.
d. Packed wet leaves, which occur in the fall.
e. Broken or uneven road surfaces and sand/gravel commonly found on curves.
f. Adverse camber on curves (when the road is banked the wrong way on a curve) or when the curve is flat - loss of traction can occur even if the road surface is dry, but especially when the surface is slippery.

Section 2 - Conditions of the Vehicle (mainly brakes and tires)

a. Brakes should be evenly adjusted so that on application of the brakes the vehicle slows down in a straight line. If the brakes pull one way or the other, a skid can easily occur. Front wheels being out of alignment also can cause a skid by pulling the vehicle one way or another when the brakes are applied.
b. Tires should have good tread, and preferably the front and rear pairs should be well matched, and the tire pressure should be correct. If there is a different pressure in one tire from that in the opposite one, the effect can be similar to that of unevenly adjusted brakes because one tire will drag more than the other tires.

Section 3 - Actions of the Driver (misuse of the four main controls)

a. Steering wheel - sudden steering action on a slippery surface.
b. Accelerator - abrupt or sudden changes in the vehicle's speed.
c. Brakes - panic stops and applying your brakes too hard - especially on hills, curves, or wet surfaces.
d. Clutch - sudden engagement of the clutch when on a slippery surface.
e. Combinations - skids are most often caused by excessive speed, coupled with too sharp a turn for the vehicle or braking when turning, or "normal" speed coupled with ice or snow or gravel on the road, etc.

Section 4 - Hydroplaning

Hydroplaning takes place while driving on wet roads. At speeds up to 35 MPH, most tires will "wipe" the roadway surface (in much the same manner as a windshield wiper clears the windshield) of up to about 1/4 inch of water. However, as the speed increases, the tires cannot "wipe" the road as well, and they start to ride up on the water, just like a set of water skis. In a standard passenger vehicle, partial hydroplaning starts at about 35 MPH and increases with speed up to about 55 MPH, at which point the tires can be totally up on the water. In a severe rainstorm, for example, with less than 1/8 inch of tire tread, the tires may not touch the road at 55 MPH. If this is the case, there is no friction available to brake, accelerate, or corner. A gust of wind, a change of road camber, or a slight turn can create an unpredictable and uncontrollable skid.

With today's lesser crowned roadways, especially freeways, hydroplaning is an increasingly important factor in automobile accidents. A driver can normally predict areas where hydroplaning will occur, but not always; you may suddenly find yourself in a hydroplaning situation. If you do the best thing to do is to take your foot off the accelerator and allow the vehicle to slow down without braking. If you skid while your vehicle is only partially hydroplaning, you should be able to regain control by correcting (steering and countersteering) for the particular type of skid that occurs. On the other hand, if you're totally hydroplaning, about all you can do is release the accelerator and ride out the skid without braking.

STUDY SHEET SS14a

(Page 2 of 2 pages)

To prevent hydroplaning, it is most helpful to have properly inflated good tires with deep tread, at least 1/8 inch. The tread allows the water to escape from under the tires and tends to prevent complete hydroplaning at normal highway speeds. However, when the depth of the water exceeds the depth of the tire tread, complete hydroplaning can be expected at speeds from 50 - 55 MPH.

STUDY SHEET SS14b
(Page 1 of 4 pages)

PARENTAL INVOLVEMENT PACKAGE FOR NIGHT DRIVING

In the next several years, your teenager will do much of his/her driving at night and, as in all aspects of driving, he/she should have preparation for this. You can help augment the development of your son/daughter's driving ability at night by providing a formal night driving experience. The following pages outline lessons for you to follow if you choose to provide this experience.

Directions to Parents:

What and When:

The experiences you will need to provide for your beginning driver for night driving are grouped into three lessons (times out in the family vehicle). The first lesson which is actually given in daylight, should be given when the new driver has completed about 1/2 to 2/3 of the high school traffic safety education program. The second lesson should be given within one week of the first, and the third lesson within a week of the second. If you have been giving your child driving experience during the entire course, you may feel that the first lesson could be eliminated, but it is important to travel the route under daylight conditions to familiarize the driver and to provide direct comparisons of day and night driving over the same route.

You will need to become familiar with the purposes, preparation, and experiences provided with each lesson prior to going out with your beginning driver. You'll need to be quick at using the checksheet during lesson 1. Since the second lesson is given during darkness, you'll have to be familiar with each driving experience. No light will be available to read with as you go along. Besides, reading with a beginning driver at the wheel isn't considered a safe practice.

Where:

The first lesson should be given on a low congested highway and streets which you are familiar with, but your beginning driver is not. You might begin the lesson from your home or at a safe point along the way to the route you will use for the lesson.

The selected route should include stop signs, right and left turns, and speed limits over 30 miles per hour. The route should take at least 30 minutes.

Near the end of the first lesson, have the beginning driver find and operate the windshield wiper control, dimmer switch, headlight switch, and daylight/night time rear view mirror control WITHOUT LOOKING AT THEM.

The second lesson will include several experiences. Most will be easy to provide, but some may not present themselves during the lesson (e.g. being followed). The second lesson is given on the same route as the first, but the entire second lesson is given at night. Provide as many experiences as possible that are suggested in this package, and discuss those experiences with your beginning driver as he drives the route and/or immediately following the lesson.

Note: No other members of the family, or friends, should be in the vehicle when the night lesson is being given for the first time.

LESSON #1 Preparing for Night Driving

Purposes:

1. To determine if your beginning driver's skills are good enough to be exposed to night driving.
2. To permit the beginning driver a chance to go over a route in daylight which will later be traveled at night to permit comparisons.
3. To familiarize the beginning driver with driving controls in the family vehicle.

Preparation:

1. Read the experiences you will provide during the lesson and look over the driving checksheet ahead of time.

2. Select a local route which will permit you to evaluate the driving skill on the checksheet. See "Where" under "Directions to Parents" for just what the route should include.

3. Plan an appropriate time with your beginning driver when you both will be alert.

4. Discuss the purposes of the driving lesson with the driver before the lesson, but do not discuss the exact route.

Experiences you should provide:

1. Thirty minutes (minimum) of travel over a route somewhat familiar to the beginning driver. Driving skills are evaluated and scored on the following check list.

DRIVING SKILL CHECKLIST

Directions:

Check each item as the driver performs it and complete it after the route has been driven. Note: Don't take your eyes off the road for any length of time. If necessary, take care of the checksheet at the end of the drive.

___Accelerates smoothly
___Brakes and stops smoothly
___Looks far ahead in lane
___Uses mirrors frequently
___Centers vehicle in lane
___Follows at a safe distance
___Yields right-of-way
___Right turns safely
___Left turns safely
___Signals intentions
___Good reactions to traffic
___Maintains reasonable speed
___Locates dimmer switch
___Locates wiper control
___Locates mirror control

2. Near the end of the lesson, have the beginning driver become familiar with the light switch, dimmer switch, windshield wiper control, and daylight/night rear view mirror control by finding and operating them without looking at them.
3. At the conclusion of the lesson, discuss how well the driving was performed. Mention good points first. For minor errors, suggest ways to improve, but for the major problems refer them to the traffic safety education teacher for further instruction. The beginning driver should do well on all skills before night driving is undertaken.

LESSON #2 Night Driving

Purpose:

To give a planned and practical night driving experience for your beginning driver.

Preparation:

1. Set up a time when you and your beginning driver will be free from other obligations. This driving experience should be undertaken in a relaxed atmosphere.
2. Select a local route which your beginning driver has driven before (the same route as in Lesson #1 if following this entire package). Look under "Where" in the "Directions to Parents" for just what the route should include.
3. Have in mind those experiences that need to be covered.

Precautions you should remind the beginning driver about before starting:

1. The difficulties in identifying normal landmarks, such as buildings, hills, etc., that can be seen during daylight hours, but are wiped out at night.
2. Due to less vision, slower speeds are sometimes needed at night.
3. Pre-drive checks and use of controls and devices under limited light.
4. Distractions inside the vehicle, followed and being followed, meeting oncoming traffic, and city driving.
5. It is illegal to operate a car with only the parking lights on.

Experiences you should provide:

Experience 1: Pre-drive checks

1. Make sure your beginning driver checks the exterior lights (headlights, tail lights) to make certain that they are working and clean and have him be sure the windshield and windows are clean.
2. Before starting out, the beginning driver should locate gauges, controls, and devices inside the car (light switch, parking lights, headlights, dimmer switch, wipers, adjusting dash lights, etc.)

Experience 2: Use of Controls

When you first start out, have your beginning driver again operate the dimmer switch, directional signal, and wipers, and adjust the dash lights, and the day/night lever on the rear view mirror without looking at them.

Experience 3: Visual Habits

Direct your beginning driver's vision to the fringe area at the end of the headlight beam, rather than in the brightly lit area. (Aim high.)

Experience 4: Distractions inside the vehicle

Have your beginning driver experience the loss of vision due to a lighted object inside the vehicle. Example - dome light on, lighted match, and/or bright dash lights. Note: Prepare your beginning driver for this experience in advance and do it only when there is no other traffic around.

Experience 5: Following others

1. You might explain that the distance between the tail lights of the vehicle ahead and, to a lesser degree, their brightness are the cues that your beginning driver can use to determine his distance from that vehicle. A driver can tell if he is closing with the vehicle ahead as the tail lights begin to brighten and appear farther apart.
2. Point out that your beginning driver should dim his/her headlights as he/she comes up behind a vehicle at the furthest point to which the high beams are able to reach.
3. Note that drivers should follow at a greater distance at night because it is harder to detect slowing action of vehicles at night.
4. Point out that judging the following distance behind small vehicles and cycles at night can present a special problem at night.

Experience 6: On-coming Traffic

1. Night time driving has at least one advantage, in that approaching vehicles can often be detected at a greater distance than they can be detected in daylight.
2. Point out at what point, or time, your beginning driver should have his headlights dimmed. On a straight away, the oncoming vehicle's headlights will appear as one, but as the oncoming vehicle gets closer, his headlights will separate. At this point, your beginning driver should have his lights on dim.
3. Emphasize that a moment of nearly complete blindness occurs just as the approaching vehicle darts past. In order to cut down on some of this glare trouble, your beginning driver should look mostly toward the right road edge. One problem that most night drivers have is that they tend to shy away from the oncoming vehicle which could possibly cause them to go off the road.
4. A common practice (not acceptable to some people or agencies), if an oncoming vehicle has his bright lights on, is to flick the headlights. If the oncoming vehicle still doesn't dim his headlights, make sure your beginning driver keeps his lights on dim and then reduces his speed more than normal.

Experience 7: Being Followed

1. Your beginning driver should experience having a vehicle follow him. He should experience the effects of that vehicle's headlights on the rear view mirrors. It may be necessary for your beginning driver to adjust the inside rear view mirror to the night position. Caution him concerning the danger in trying to judge distance to the rear when the mirror is in the night position. It might be wise to switch back to the day position when there is no longer a vehicle following you.
2. Vehicle passing - if a vehicle is attempting to pass you, the driver may flick his headlights to indicate the pass. Be sure your beginning driver dims his headlights as the passing vehicle pulls alongside.

Experience 8: Parking off Highway

Have your beginning driver pick a safe place where he can get the vehicle completely off the pavement and instruct him to activate the emergency flashers (hazard lights).

LESSON #3 (You may wish simply to include this at the end of Lesson #2.)

Purpose:

To have the beginning driver drive at night on an unfamiliar route which includes residential and business district driving.

Experiences you should provide:

1. The route should include traffic lights so the beginning driver can experience how they blend into the background of all the other lights.
2. Special attention should be given to the greater problem of identifying pedestrians at night.
3. The route should be planned to allow the student to experience varying intensities of lighting provided by street lights in business and residential areas.

WORKSHEET W14a

(Page 1 of 2 pages)

Name________________________________ Date__________________

LIMITED VISIBILITY

For each of the following conditions in questions 1 through 7, answer these questions: (a) How does or can this condition affect your visibility? (b) What driving adjustments should probably be made? (c) What can you do other than driving adjustments to compensate for this condition? An example of how to answer the questions is given in #1.

1. Sun glare.
   a. Affects seeing ability - causes blind spots - makes a driver squint.
   b. Slow down - change route - anticipate hazards you may not see.
   c. Change time of day for driving that route - use sunglasses - use sun visor.
2. Dusk, twilight.
   a.
   b.
   c.
3. Fog.
   a.
   b.
   c.
4. Rain.
   a.
   b.
   c.
5. Snow.
   a.
   b.
   c.
6. Overnight temperature below freezing.
   a.
   b.
   c.
7. Loading a car for a trip.
   a.
   b.
   c.

WORKSHEET W14a

(Page 2 of 2 pages)

8. a. What are limited visibility factors you encounter when you drive a pickup or van?

   b. How can you compensate for those factors?

   c. What do you think should you do before and during driving a van for the first time?

   d. What added or increased visibility is usually afforded by a pickup or van?

9. List at least five items that must be kept clean and/or in good working order to provide you with as good a view as possible and/or make your car visible to others in varying conditions.

WORKSHEET W14b

(Page 1 of 2 pages)

Name________________________________ Date________________

SPECIAL DRIVING CONDITIONS

Part I:

Directions: In the following describe what should be done in preparing a vehicle to drive, for the items listed under each of the conditions. A couple of examples of how to answer the questions are given to help you.

1. Extreme Cold (Consistently below freezing for a period of time)
   a. Cooling System - add or install enough anti-freeze. Check all hoses and connections for cracks or leaks.
   b. Heater and Defroster
   c. Fuel
   d. Tires
   e. Special Equipment
   f. Engine Oil
2. Hot Weather
   a. Cooling System
   b. Vent/Air Conditioning
   c. Fuel
   d. Tires
   e. Engine Oil

(over)

WORKSHEET W14b
(Page 2 of 2 pages)

Part II:

Directions: In the following, describe what precautions or driving adjustments should be made by a driver for the items listed under each of the conditions.

1. Extreme Cold

   a. Speed control

   Don't race the engine. Drive with slow to moderate speed until the engine is completely warmed up.

   b. Vision

   c. Traction

2. Strong Wind

   a. Speed Control

   b. Vision

   c. Space/Following Distance

   d. Steering Control

WORKSHEET W14c

(Page 1 of 2 pages)

Name ______________________________ Date ________________

CAUSES OF SKIDDING - LOSS OF TRACTION

Read Study Sheet SS14a section by section and then fill in the blanks in the sentences below. The first three are done for you. Each section number below refers to a section number of Study Sheet SS14a.

Section 1 - Conditions of the Road

Snow and ice reduce the traction between your __________ and the road __________. Reduced __________ makes it more difficult to control the movement of your vehicle. Other elements that can cause the car to skid are __________ and __________. Loss of traction and skidding can occur on __________ even when the road is dry if they are banked the __________ way.

Section 2 - Conditions of the Vehicle

A skid can occur with __________ or poorly inflated __________. A skid can also be caused by brakes that are not evenly __________, which can cause the vehicle to be __________ one way or another. This same problem can happen when the __________ __________ are out of alignment.

Section 3 - Actions of the Driver

Enter curves or turns at moderate __________ to reduce the chances of a __________. The chances of skidding can be reduced if care is taken when driving on __________ covered with __________, ice, __________, __________, water or other material that tends to reduce the road surface traction. Acceleration or deceleration should not be __________ in order to minimize the chances of skidding. In other words, to avoid skids, avoid __________ changes in vehicle velocity or direction when driving on slippery surfaces. Avoid panic stops and hard __________ or quick starts when on __________ surfaces.

(over)

WORKSHEET W14c
(Page 2 of 2 pages)

Section 4 - Hydroplaning

Hydroplaning occurs on __________ roads when the speed of the vehicle is enough to cause the __________ to "ride up" on the __________ on the roadway much like a set of __________: As long as the vehicle __________ is not too fast, tires with good __________ will tend to "__________" the roadway surface, thereby providing traction. If you are driving and find yourself partially or fully__________________, let up on the ________ and allow the vehicle to __________ __________ without ____________. Tires with good ________ and ____________ inflation, and slower __________ when water on the roadway is heavy are the two best ways to ___________ hydroplaning.

(one page only)

Module 15: LEGAL RESPONSIBILITIES POST-CRASH RESPONSIBILITIES

OBJECTIVES

THE STUDENT WILL RESPOND WITH 70% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS: RESPONSIBILITIES OF VEHICLE OWNERS AND DRIVERS REGARDING: Driver licensing, Vehicle registration and licensing, Insurance types and requirements, Cooperation with police and courts, PROCEDURES AND RESPONSIBILITIES IN POST-CRASH EMERGENCIES: When and where to stop for an accident, Marking and controlling the scene of an accident, Assisting injured, Gathering and exchanging information, Reporting an accident.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. View filmstrip-cassette program "Accident, Take One." During the filmstrip, participate in a teacher-led discussion on items presented in the filmstrip. (SOME OF THE ITEMS DEALING WITH FIRST-AID IN THIS FILMSTRIP ARE OUTDATED. STUDENTS NEED TO BE ENCOURAGED TO GET SCHOOLING THROUGH FIRST-AID COURSES. The filmstrip is encouraged to be shown because of its valuable information dealing with items that should be done at the scene of an accident.) (W15c should be assigned after viewing this filmstrip.) (25 mins.)
2. Participate in a teacher-led discussion on driver licensing, vehicle registration and licensing, and obligations to cooperate with police and courts. (July, 1986) (Reading in the Driver's Guide should be assigned on a previous day for completion by the beginning of class on the day planned for discussion.) (20 mins.)
3. Participate in a session on insuring vehicles led by an insurance agent or broker. (July, 1986) (To be led by the teacher where no insurance agent is able to come to present.) (SS15a should be assigned on a previous day for reading to be completed by the beginning of class on the day planned for this session.) (45 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 320-326; Drive Right for Safety and Savings, pp. 286-291; Drive Right, a Responsible Approach, pp 312-316; Tomorrow's Drivers, Eighth Edition, pp. 241-245; Sportsmanlike Driving, Eighth Edition, pp. 119-124, 214-216.
2. Read the Driver's Guide of the State of Washington, 6-85, pp. 7-13, 55-59.
3. Read Study Sheet SS15a (July, 1986) (To be assigned before the guest speaker on insurance.)
4. Complete Worksheet W15a, (July, 1986). (Use Study Sheet SS15b, July, 1986, for the information needed.)
5. Complete Worksheet W15b. (July, 1986)
6. Complete Worksheet W15c. (July, 1986)

EVALUATION

To pass Module 15 requires:

1. Successful completion of Evaluation E15 using Xxxxxxx School District computer generated tests.

TEACHER-LED DISCUSSIONS (Module 15)

(Page 1 of 2 pages)

DRIVER LICENSING, VEHICLE LICENSING AND REGISTRATION, OBLIGATION TO COOPERATE WITH POLICE AND COURTS

Ask the students the following questions:

1. What is a valid driver's license in the state of Washington?
   Answer: For residents - Washington driver's license.
   For non-residents - current driver's license from home state if the person meets the requirements for a license in Washington.
2. What is an endorsement on a driver's license?
   Answer: Needed to be legal to drive special vehicles.
3. What endorsements are required in Washington?
   Answer: Motorcycle, Intermediate (for driving buses, and three-axle trucks), Combination (for driving trucks or truck-tractors pulling trailers or semi-trailers with a gross weight of more than 5,000 lbs.).
4. What are three conditions under which an individual will be disqualified for a license?
   Answer: Charged with moving violation and failed to appear in court; during period of suspension or revocation; judged physically or mentally incompetent to safely drive.
5. How often and when must a Washington driver's license be renewed?
   Answer: Every four years on the driver's birthday.
6. If a license is not renewed before it expires, what may the DOL require?
   Answer: Examination, written and/or driving.
7. What is required of a person in regard to his/her driver's license who changes address or legal name?
   Answer: Must notify DOL within 10 days.
8. What is meant by "Financial Responsibility" as a licensed driver in Washington?
   Answer: If you drive, you assume responsibility for safety and financial security of others in case of an accident.
9. What has state law defined as necessary to meet Financial Responsibility?
   Answer: If a driver can satisfy a claim through personal assets; or if he/she has at least a 25/50/10 liability policy.
10. Under what conditions does the financial responsibility law apply and must the driver file an accident report?
    Answer: $300.00 to the property of any one person, an injury that requires a doctor's treatment, or a death.
11. If a person fails to meet the "financial responsibility" after an accident, what will be required of him/her before they can get a license?
    Answer: He/she will be required to file proof of financial responsibility.
12. All vehicles must be registered with the Department of Licensing. What is the procedure? For Washington vehicles previously registered or new?
    Answer: Apply county auditor or authorized agent. Take properly signed title, registration, and bill of sale when applying.
    For vehicles previously registered out of state?
    Answer: Apply county auditor. Call ahead to find out what is needed. Vehicle must be inspected by the Washington State Patrol--information on where available from the county auditor's office.
13. When a car is sold privately, what is the responsibility of the owner-seller?
    Answer: Report (write on the title) the odometer reading, write the name of the purchaser in the space provided on the title, sign and date with the date of sale, give the signed title to the purchaser, and notify the DOL of the sale within five days. DOL has a form for this notification.
    What is the responsibility of the purchaser?
    Answer: Transfer the registration and title within 15 days.

14. What are some examples of the obligation vehicle operators have to cooperate with police and courts?

Possible Answers: Appear in court when requested if witnessed an accident. Stop when signaled to do so by a police officer. Sign a citation for appearance in court or accompany a police officer to the station when requested if cited for a traffic violation. Appear in court or post bond after having been cited. Assist a police officer at the scene of an accident if requested.

Xxxxxxx School District
July, 1986

INSURANCE SPEAKER SESSION

On a separate page following this is an outline of points to be explained or made by the speaker on Insurance. It should be copied onto school letterhead and dated when giving or sending it to an insurance speaker. (The items are not cast in stone, but if the speaker has other items he/she wishes to present, ask him/her to clear them through you.) This outline should be discussed with the speaker enough in advance of the presentation so the speaker has time to prepare. (The speaker should be limited to a maximum of 45 minutes.) The speaker should be directed to leave enough time for questions from the class and clarify if he/she wants questions during or at the end of the presentation.

Xxxxxxx School District
July, 1986

To: Insurance Speaker
From: TSE Teacher

Thank you for agreeing to speak to our class on automobile insurance. Remember that the language for any specific body of knowledge or area (insurance included) is quite technical to most but those directly involved. Please endeavor to explain in layman's terms.

Please explain the following items to the class. Clarify to the class if you would like questions during your presentation or if you like them held until you ask for them.

If there are other items you wish or think should be addressed, please clear them with the teacher before the presentation.

Please try to keep the total presentation, including answering questions, to about 45 minutes.

1. What is the basic meaning of insurance? How does it work?

2. Explain what is meant by and what get's paid with:
    a. Liability Insurance
        (1) Bodily Injury
        (2) Property Damage
        (3) Limitations e.g., 25/50/10
    b. Uninsured Motorist
    c. Medical Payments/Personal Injury Protection
    d. Collision
    e. Comprehensive

3. What is meant by "deductible"?

4. What coverages are suggested for various values in vehicles?

5. How are rates for insurance determined?

6. Why do some companies have lower rates than others for the same coverage?

7. Explain the Financial Responsibility Law in Washington State.

8. What effect would there be if insurance was outright required on every vehicle before a license could be obtained rather than having a financial responsibility law?

9. What is meant by "Insurance Agent?" "Insurance Broker"?

10. What criteria should a person use for selecting an insurance company, agent, or broker?

11. What is meant by "Assigned Risk"?

12. What is no-fault insurance? How does it work? What are the advantages and disadvantages?

13. Explain the term, "contributory or comparative negligence."

14. Inform the students that an information exchange form available from their insurance companies should be carried in their cars at all times. (If convenient, bring copies of a sample to show to the students.)

STUDY SHEET SS15a

(Page 1 of 12 pages)

A STUDENT'S GUIDE TO CAR INSURANCE

(ADAPTED WITH PERMISSION FROM A BOOKLET PRODUCED AND DISTRIBUTED BY THE INDEPENDENT INSURANCE AGENTS AND BROKERS OF WASHINGTON IN 1979)

INTRODUCTION (As found in the original 1979 booklet)

Automobile insurance is not the most exciting subject in the world, nor is it the easiest to understand. The laws relating to cars and accidents are pretty complicated; as a result, so are auto insurance policies.

But it is a terribly important subject, as you will discover if you are ever involved in a car accident. Accidents can create some very big trouble for people, and it often takes a lot of money to straighten things out.

What we have tried to do with this booklet is provide a brief, somewhat over-simplified, introduction to the subject. This is not a legal text or guidebook, and you should not rely solely on it for practical advice. For that, it is important that you talk with your insurance agent or attorney.

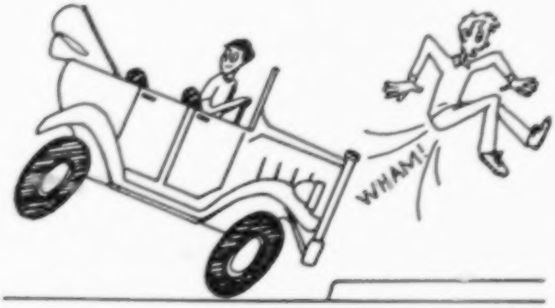
But we think it will give you a general idea of what auto insurance is, how it works, and how to use it to your best advantage. If you understand the information in this booklet, you should be able to ask intelligent questions about any insurance protection you buy in the future. We hope you do ask those questions.

We also hope that you never have to make use of your auto insurance. But if you do, we want to make sure that you have enough of the right kind of protection to solve any problems you may run into.

The Independent Insurance Agents
and Brokers of Washington

YOUR Independent Insurance AGENT SERVES YOU FIRST

WHO NEEDS IT?



Imagine this: You're walking along a sidewalk one day, minding your own business, when all of a sudden--WHAM!--some kind of 5000-pound monster jumps the curb and sends you flying about 150 feet.

The next day, you wake up in a hospital bed and notice some big white things hanging from the ceiling. By and by, you figure out that your arms and legs are in there somewhere. Your head hurts, and your insides feel like Luigi's Super Special Pizza looks.

And you begin to understand that there's going to be a slight interruption in your social and academic life.

Three months later, the casts and the bandages are off...but your feet won't do their stuff. That leads to a few operations and several years of physical therapy, which is not funny at all.

But finally the great day comes, and you're back on your feet. As you hobble around, the medical folks look on, proud, and happy for you. One of them steps forward to shake your hand, saying, "Gee, that's great to see. Congratulations. That will be $263,999.99."

"Uh, I don't seem to have that much with me," you mutter, checking out your empty wallet. Then you call up the owner of the machine which mowed you down, and explain your little problem.

That person says: "Hey, man--that's tough. But I ain't got that kind of money, either. You can have my stereo set; you could probably get $50 for it. Not enough, huh?.... Hey, man -- like, I'm sorry. I'm really sorry. Ya know?"

Welcome to The Land Without Insurance. How do you like it so far?

Fortunately most of us don't have to worry about getting into a pickle like the one described above. That's because the majority of drivers in this and other states have some kind of auto insurance.

Insurance protects everyone involved in an accident -- the ones who get hurt, and the ones who do the hurting. It's fairly easy to understand how it helps innocent victims of accidents, by paying for their losses and expenses. It is equally important to drivers held responsible for accidents.

That's because of the law, which has for a very long time insisted on this principle: If you cause some damage, you've got to pay for it. This is called being "liable", which is another way of saying, "Hey, baby -- you're in trouble."

As it turns out, you probably wouldn't be the only one in trouble. In a great many accidents, more than one driver is found at fault, and each must pay for a portion of any damages. One might have to pay 80%, having been found 80% at fault, while the other driver pays 20%. This is called "Comparative Negligence."

When it comes to your share of any accident costs, what you have to deal with is the state's Financial Responsibility Law. It says that, if you are involved in an accident, you must notify the police and file an accident report with the Department of Licensing within five days, if either of the following occurs--

--the accident has caused more than $300 in property damage, or

--someone has been killed or injured.

The accident report asks for detailed information about the accident, and about your insurance coverage.

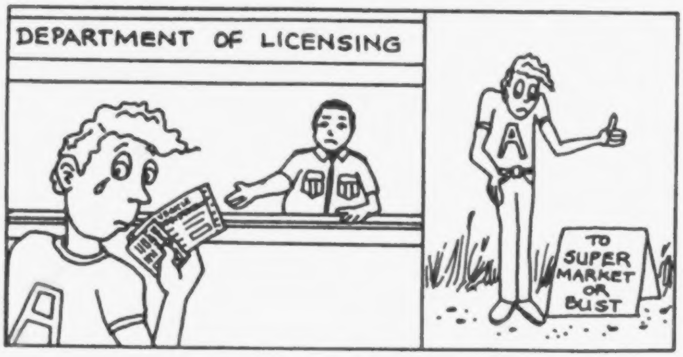
If you have none, and it looks as though you may be held partially or entirely responsible for the accident, then you will probably have to do the following:

1. Give the Department of Licensing enough money to cover all the costs which it figures you may have to pay. This money is held for up to two years. After that, the department either gives it back to you, or pays it toward any debts you still may owe from the accident.
2. Show that you have bought some insurance coverage for the future. Of course, now that you have an accident on your record, that's going to cost you plenty.

The law does provide an easier way out, if you can work it. You can try to get a "release" from every victim of the accident. This is a piece of paper signed by the person who has been hurt, or whose property has been damaged; it says that he or she is not going to hold you responsible for anything. Do you think you could arrange that? Better not count on it.

Now, suppose you weren't insured at the time of the accident, and you can't come up with the money that the Department of Licensing demands, and/or you can't afford to get insurance coverage. What then?

Easy: They'll probably take your driver's license away, along with any vehicle registration you might have. In other words, you can forget about driving or owning a car until all debts from the accident are paid, and you can afford to get insurance coverage. That could turn out to be a long, long time. If it's a bad enough accident, you could literally spend the rest of your life paying for it.



WHAT IF YOU CAN'T COME UP WITH THE MONEY THAT THE DEPARTMENT OF LICENSING DEMANDS, AND/OR YOU CAN'T AFFORD TO GET INSURANCE COVERAGE? ..YOU CAN FORGET ABOUT DRIVING OR OWNING A CAR UNTIL ALL DEBTS FROM THE ACCIDENT ARE PAID. THAT COULD TURN OUT TO BE A LONG, LONG TIME....

Incidentally, you don't have to do something wrong or illegal to be held responsible for an accident. It could result from bad weather conditions, or from a mechanical problem with your car. For example: A front tire on your car blows out, causing it to swerve into the path of an oncoming car. In all likelihood, you would be found to be "at fault" for the accident. So, even the world's best and safest driver could very easily "cause" an accident, in the legal sense of the term.

But, why worry? It will never happen to you, right?

Forget it. Every year there are over 150,000 accidents reported in the State of Washington. The total economic loss from these comes to well over 1/2 billion dollars (more than $5000 per accident.)

And consider this: More Americans have been killed in auto accidents than in all this country's wars. From 1900-1985 there were 2,500,000 motor vehicle deaths. Total military deaths from the time of the Revolutionary War to the present have come to 1,156,000.

No. It won't do to assume that it could never happen to you. It's just the opposite--your chances of being involved in an accident are extremely high.

YOUR CHANCES OF BEING INVOLVED IN AN ACCIDENT ARE EXTREMEMLY HIGH. THIS IS ESPECIALLY TRUE OF YOUNGER DRIVERS. IN WASHINGTON, DRIVERS AGED 16-24 ARE INVOLVED IN OVER 50% OF ALL ACCIDENTS, EVEN THOUGH THEY ACCOUNT FOR LESS THAN 25% OF ALL DRIVERS....

The answer to the question, "Who needs car insurance?", should be fairly obvious by now. Everybody who gets near a moving car needs it. Insurance does three important things:

1. It makes it possible for drivers to pay off large debts for which they become liable as a result of an accident.
2. It pays legal fees and court costs when a driver is sued, whether or not he or she is found liable. The cost of defending oneself against such a suit can be very high.
3. It guarantees that victims of accidents will be paid something for the injuries and damages they suffer.

That last item is just as important to the responsible driver as it is to the victim.

MOST OF US ARE CIVILIZED ENOUGH THAT WE USUALLY DON'T ENJOY HURTING OTHERS. THE MONEY FROM AN INSURANCE POLICY MAY NOT MAKE ALL THE PAIN AND SUFFERING FROM AN ACCIDENT GO AWAY. BUT IT CAN KEEP YOU FROM FEELING LIKE AN IRRESPONSIBLE TURKEY.

HOW MUCH DOES IT COST?

Everybody who needs insurance wants to know how much it's going to cost. That's not hard to understand. But this is not an insurance rate book; you'll have to talk to an agent to get an exact price figure for your particular case. About all we can do here is to outline the major factors which influence insurance costs.

The basic idea behind any insurance is pretty simple. It starts when a bunch of people realize that a few of them may suffer a great loss of some kind--prolonged illness, robbery, car accident, etc.

The loss is likely to be so great that the affected individual would have a very hard, or impossible, time paying for it. So, everybody throws a little money into a pot, and it all adds up to a lot of money. Then, when someone does suffer an insured loss, some of the money is taken out of the pot for his or her sake.

There are at least four important things to keep in mind about this basic process:

1. The losses paid for can not add up to more than the total amount of money in the pot.
2. The plan can work only if most people in it do not suffer a loss at any one time.
3. It works best, and is least costly, when a large number of people participate in it.
4. The amount of money each person pays should appear to be "fair".

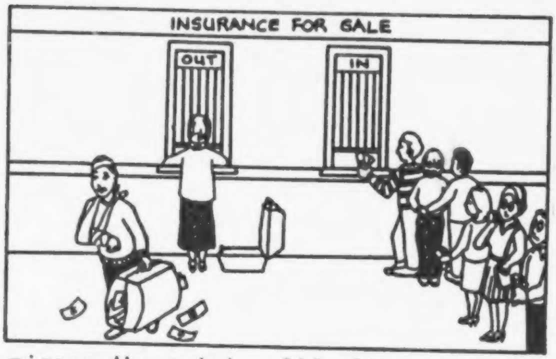
2 + 2 DOES NOT = 5

The first point above should not be too hard to grasp. People understand it very well, indeed, when they have suffered a loss and go to collect on their insurance. If they were told at that point, "Sorry, there isn't any money left to give you," they would probably not take it very kindly.

But often you will find that all this is not so well-appreciated when the same people have to make their payments into the plan, to begin with. This is especially true when that amount, the "premium", goes up. They are understandably curious to know why something which cost only $400 a year ago now costs $500.

By and large, the reason is simply that the expense of operating the plan has gone up by a similar ratio.

ONLY A FEW CAN GET PAID



The basic idea of insurance is that a lot of people pay small amounts, so that a few of them can collect large amounts when needed. The system would collapse if there were more than a few losses to pay for at any one time.

There are a lot of folks who have a hard time understanding this. Occasionally, you will hear someone complain, "I've been paying for this blankety-blank policy for so many years, and I've never collected anything on it yet. I don't know why I keep paying for the thing, anyway." This kind of misses the point. It's like saying you've been cheated because you never had the accident you "paid for".

It's important to remember that the reason you pay into an insurance plan in the first place is that you can not tell in advance whether it's going to be you, or someone else, who suffers a loss. If you're lucky--very lucky--you'll be able to pay others to have all the accidents, while you escape untouched.

SPREADING THE RISK

On a previous page it was noted that there are over 150,000 accidents reported in Washington during a year. Suppose that two years ago, a new auto insurance company had started up, and the only people who took out policies with it were precisely the same who caused all last year's accidents. How long do you think that company would be able to stay in business?

Not very long. The premiums paid to the company would not begin to cover all the damages resulting from those over 150,000 accidents.

Fortunately, that sort of thing doesn't seem to happen. The main reason it does not is that companies "spread the risk" among a large number of people. The more there are in an insurance plan, the less chance that they will consist only, or primarily, of those who will suffer a loss.

This is the principle service performed by an insurance company. It gathers together a large number of people from a wide area, and from many walks of life. It watches over the money collected, and sees that payments are made as needed.

It would be quite impossible for any small group to arrange something similar for itself. Even with, say, 50 friends and acquaintances, one serious accident could easily wipe out everything they put into their little pot, and more.

Because they deal with such important matters, and because it is so vital that there always be enough money on hand to cover losses, insurance companies are just about the most strictly regulated businesses in the world. One evidence of this is that every state has a special Department of Insurance, or Commissioner of Insurance. Few industries are regulated so extensively by state authorities. Did you ever hear of a "Commissioner of Dog Food", for example, or a "Department of Stereo Systems"?

WHAT ALL THIS MEANS IS THAT INSURANCE COMPANIES ARE REQUIRED TO BE VERY, VERY CAREFUL ABOUT THE WAY THEY HANDLE THEIR BUSINESS. THIS IS ESPECIALLY TRUE WHEN IT COMES TO DECIDING HOW MUCH MONEY TO COLLECT FROM INDIVIDUAL POLICY HOLDERS, SO THAT FUTURE LOSSES CAN BE PAID FOR.

WHAT'S FAIR?

Deciding how much to charge whom is the toughest job facing any insurance company. Ideally, everyone should feel that the amount he or she pays into the plan is a fair price for the insurance coverage received.

The problem is that not everyone needs the same degree of protection. Some are more likely than others to suffer a loss. For example, older people are more likely to die in any given year than younger people. Thus, it has always been with life insurance that older folks have to pay more for it.

In the same way, some types of drivers have to pay more for their insurance than others, because statistics show clearly that they are more likely to have accidents. The statistics which carry the most weight for auto insurance have to do with age, driving record, and type of car.

Young drivers have a lot of accidents. That's all there is to it. We have already seen that drivers under 25 accounted for more than 50% of accidents in the State of Washington. In the United States as a whole, the same age group accounts for about 35% of all fatal accidents, those in which someone is killed.

The graph to the right shows what the situation is like in Washington, for all types of accidents.

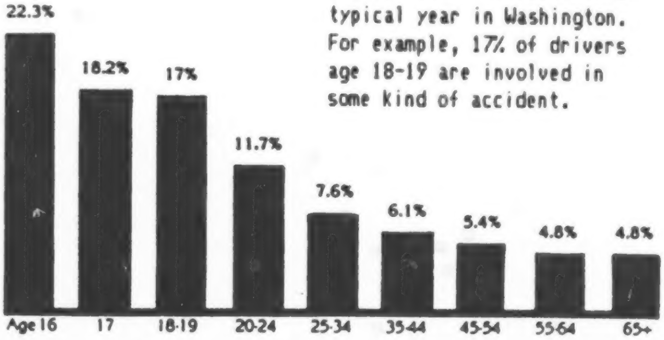
Figures like these add up to one costly fact for young drivers: They have to pay a lot more for their insurance coverage than older folks do.

To some, this arrangement may not seem fair at all. In particular, it seems to penalize those many young drivers who manage to stay out of trouble on the road.

But on the other hand, older drivers probably would not think it too fair if they were asked to pay extra in order to cover the cost of young drivers' accidents.

INVOLVEMENT IN ACCIDENTS BY AGE GROUP

The following figures show the percentage of each age group involved in an accident in a typical year in Washington. For example, 17% of drivers age 18-19 are involved in some kind of accident.



It's a tough problem to get around, and no one has yet come up with a completely satisfactory solution. Insurance companies have tried to help somewhat, by reducing premiums for younger drivers after they have accumulated safe driving experience on the road. But that's about as far as they can afford to go at this time.

The problem is simply this: Who's going to pay for all the costly accidents that young drivers have, year in and year out? If you come up with a solution, be sure to tell somebody.

For the time being, then, there's not much you can do if something about you puts you in one of the high risk categories. You can keep things from getting worse in future years, by maintaining a good driving record. You can also try to encourage others to do the same. If the accident record of young drivers improves, the cost of their insurance will go down.

To give you some idea of how things work right now, the following premium increases are pretty standard for the auto insurance business in Washington. A 17-year-old male will pay 310% more for his coverage than a 30-year-old male. A 17-year-old female will pay 185% more than a 30-year-old female. This assumes that all four individuals have clean driving records, and drive standard cars.

For the future, the main thing is to keep a clean driving record. That means no accidents, no reckless or drunken driving, no speeding or other moving violations. But if you want to make sure that you continue to pay double or triple for your insurance for a mighty long time, then just arrange to have an accident or two, or get arrested for speeding.

Incidentally, for each accident you cause, you can expect your insurance premium to increase a bit, as much as 40-50%.

OTHER FACTORS

Apart from the number of accidents drivers have, there are many other factors which contribute to the cost of insurance. Some of the more important are--

- --the cost of repairs to cars and other property
- --medical expenses
- --the size of court judgments, that is, the amount of money awarded to accident victims
- --legal and court fees for defense when not at fault.

These are the major expenses created by auto accidents, and insurance companies have little or no control over them. They have all gone up dramatically in recent years, and will probably continue to do so. All of which means that car insurance premiums are sure to go up at a similar rate.

LIABILITY INSURANCE

BODILY INJURY LIABILITY (B.I.)
PROPERTY DAMAGE LIABILITY (P.D.)

Up to this point, we have been talking as though the only thing you have to worry about is an accident in which you harm others and their property. That was just to keep things simple for awhile.

Obviously, you can just as easily harm yourself, or damage your own property. People do it all the time. For that reason, there are two separate types of insurance.

The first type, "liability insurance", covers the cost of damages to others. The second type covers you and your own property; it is described more fully in the next section of this study sheet.

Liability insurance comes in two parts, "Bodily Injury" (often abbreviated "B.I"), and "Property Damage" ("P.D.").

Bodily Injury pays for expenses which result from injuring another person. This includes medical expenses and loss of income. The loss of income can turn out to be quite a bundle if the injured person is forced out of work for a long time.

Something else covered by B.I. is the "pain and suffering" of the victim. Getting hurt in an accident is not an especially pleasant activity, and the victims often demand to be compensated for it. Their pain and suffering can be very expensive; court awards can get up into the tens, even hundreds, of thousands of dollars.

The Property Damage part of liability insurance pays for the cost of repairing or replacing another's property. The most frequent example of this is a car, but it also includes things like bicycles, telephone poles, lawns, and fire hydrants.

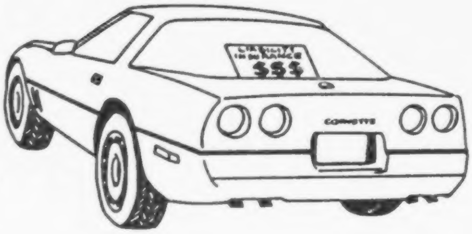
WHO'S COVERED?

Liability insurance protects--

- -the insured, in his or her own car
- -others, such as friends and children, who have the insured's permission to drive his or her car (the only exceptions here are those insurance policies which specifically exclude under-25 drivers)
- -the insured when driving someone else's car, if he or she has the owner's permission to do so.

Perhaps the most important thing to note about the above is that you won't be insured when driving someone else's car, unless you have his or her permission. The best rule is simply not to loan or borrow cars.

The cost of liability insurance usually has nothing to do with the insured's car. However, most companies will charge extra, or even refuse coverage, for any of the following: Racing cars, sport cars, altered cars, any car in which the horsepower rating has been increased, or otherwise comes under the heading of "hot rod".



Consequently, it's a very good idea to check with your insurance agent before buying a car. Some people end up paying more in insurance premiums than they do for the monthly installments on their auto loans.

For standard cars, the cost of liability insurance is related to the age, place of residence and driving record of the insured. It is also related to the type of driving done. For instance, the premium will be higher if the insured drives to work or school every day, than if he or she only uses the car occasionally.

The number and type of other drivers permitted to use the car is important, too. A parent will have to pay quite a bit extra if teenaged children are allowed to use the car.

HOW IT WORKS

Your liability insurance comes into play when you are accused of causing an accident. As noted previously, this can happen even if you have done nothing wrong or illegal. If you are accused, one of two things can happen.

The less frequent is a court case in which you are sued for damages by someone claiming to be a victim of the accident. The judge, or sometimes a jury, decides whether or not you are at fault and, if so, how much money to award the victim in damages.

No matter how this turns out, your insurance pays for court costs and legal fees. It may even provide you with a lawyer experienced in accident cases to represent you.

But far more often, accident cases are settled out of court. This happens when an insurance company decides that its policy holder would probably be found at fault in a court case. Or, it may figure that it's cheaper to pay for the damages than go to the expense of a legal battle. (If you are beginning to suspect that legal expenses can be very high, you're not far wrong.)

The amount of damages to be paid is negotiated by a "claims adjuster" or by your agent, who bargains with the injured party or his representative. When they agree on a fair settlement, the claim is paid, up to the limits of your insurance coverage.

That raises an interesting question.

HOW MUCH IS ENOUGH?

When you pay the premium for your insurance coverage, you are buying a certain amount of protection which is spelled out clearly in your policy.

THE COMPANY CAN NOT PAY YOU MORE THAN THE HIGHEST AMOUNT YOU ARE INSURED FOR. THAT'S BECAUSE ITS ABILITY TO PAY ALL CLAIMS IS TIED CLOSELY TO THE AMOUNT OF MONEY IT COLLECTS IN PREMIUMS.

At present in the State of Washington, the Financial Responsibility Law calls for the following minimum coverages for each accident:

Bodily Injury - $25,000 for each individual injured; $50,000 for all injuries
Property Damage - $10,000
This minimum coverage is usually abbreviated, 25/50/10

These are the smallest amounts of liability insurance you can buy. Are they enough? That depends on how large a claim is made against you. Here are a few examples, some for which the minimum coverages of 25/50/10 would be adequate, and some for which it would not.

ENOUGH

ACCIDENT "A": One person hurt, with B.I. damages amounting to $8000. P.D. of $4000.
Total damages are 8/8/4

ACCIDENT "B": Three people hurt, one with $10,000 of B.I., another with $8000, and the third with $25,000. P.D. of $10,000.
Total damages are 25/43/10

NOT ENOUGH

ACCIDENT "C": One person hurt, with $30,000 B.I. $10,000 P.D.
Total damages of 30/30/10. Insurance coverage short by $5000.

ACCIDENT 'D': Three persons hurt, all three with $19,000 of B.I. $12,000 P.D.
Total damages of 19/57/12. Insurance coverage short by $9000.

Of course, it doesn't seem possible to choose the cost of your accidents the way you would a ticket to a baseball game. Usually you have to take what's dealt. And your chances of being involved in an accident, the cost of which exceeds the 25/50/10 minimums, are not exactly tiny.

How much is enough coverage, then? The only safe answer seems to be: As much as you can afford. Besides, the difference in cost between minimum coverage and something a good deal better is not all that great, usually about 40-50% more to go from 25/50/10 to 100/300/50. (For example, if your annual liability premium was $150 for 25/50/10, then for 100/300/50 it would be about $210 to $225. And that's not much compared to what is spent for gas annually.

SELF-PROTECTION

Nothing in the law requires you to be "financially responsible" toward yourself, where auto accidents are concerned. Thus, when you take out an insurance policy, it will always include liability insurance. But it's up to you to decide whether or not it should also include some kind of personal protection.

UNINSURED MOTORISTS
PERSONAL INJURY PROTECTION
(or, MEDICAL PAYMENTS)
COLLISION
COMPREHENSIVE

There is no general term like "liability insurance" to identify the type of coverage which protects yourself and your property. Instead, it comes in four major varieties, each of which can be purchased separately: Uninsured Motorists, Personal Injury Protection (or, Medical Payments), Collision, and Comprehensive.

UNINSURED MOTORISTS

Yes, there are a few of those around. If you ever get nailed by one, you may very well have some difficulty collecting any damages--especially if he or she doesn't own anything worth collecting.

In such an event, you will be relieved that your insurance policy includes this important coverage. It is automatically included by most companies in Washington, unless you sign a "waiver" refusing coverage. It does not cost very much, and is exactly the same as your own Bodily Injury insurance--except that you are paying for it, on the chance that someone who runs into you may have neglected to do so.

This insurance also covers you in case you are injured by a hit-and-run driver. But note that it only protects against bodily injuries, and not for property damage (Collision and Comprehensive take care of that).

The amount of Uninsured Motorists coverage is a matter of choice with most companies, but the minimums are still 25/50 per accident.

Other forms of insurance may cover part or all of the injury expenses, too. Personal Injury Protection (or Medical Payments) might have some bearing, as might your health insurance plan.

PERSONAL INJURY PROTECTION (P.I.P.)

This covers medical expenses and loss of income for you and your passengers. It takes effect as soon as you or they start to get into the car, and doesn't end until all are safely out of it. It would even pay for something like a hand being slammed in a car door.

The biggest expenses, of course, are those resulting from a collision. It doesn't matter whose fault, or what type, of collision it is. It could be with another car, or with a tree. P.I.P. also covers the insured while walking or riding a bike, if struck by a car. Finally, it covers any pedestrian harmed by the insured's car.

The amounts of coverage for each accident are as follows:

-up to $10,000 per person for all medical expenses
-a percentage (usually around 80%) of lost income, up to a total of $10,000
-the cost of hiring someone to perform normal household duties, subject to daily limits
-in case some folks don't make it, up to $2000 per person for funeral expenses.

MEDICAL PAYMENTS

This is an older form of medical expense coverage, which comes in amounts of $1000-5000 per person. Because the level of coverage is less, so is the premium for it.

Although Medical Payments is still available, most people nowadays get P.I.P. instead.

COLLISION

This pays for the cost of repairing or replacing your car. It doesn't matter what kind of collision caused the damage--it could have been with another vehicle, a tree or a barn. It pays for fixing your car when you were at fault or when the "other" driver was at fault but had no liability insurance.

The amount of this coverage depends on the value of your car at the time of the accident. This is called the "actual cash value".

It is important to remember that the insurance company can not pay you more than the car's current market value.

The premium is determined by the market value of your car at the time you take out or renew your policy. Not surprisingly, it costs more to insure a valuable car than a worthless old pig, because there's more at stake. Some cars are very costly to insure against collision; some examples are Corvettes, Jaguars and customized cars.

COMPREHENSIVE

This protects your car against most other types of damage. Some examples: lightning, wind, hail, flood, earthquake, falling or thrown objects, theft, explosion, vandalism, riot. A very common use of this coverage is to pay for replacement of broken windshields.

Comprehensive may even insure against things which haven't happened before, such as your car getting zapped by a visiting space ship.

DEDUCTIBLES

The two kinds of coverage which protect your car, collision and comprehensive, are usually sold with a "deductible"; the most common deductibles are $50, $100 and $250. By this arrangement, you agree to pay the first $50-250 for any set of damages; the insurance company pays for everything above that.

In return, you get a lower premium. The higher the deductible, the lower the premium.

This makes sense to a lot of people, because what they want most from their insurance is protection against a really big loss. By taking a small risk off the hands of the insurance company--the $50-250 deductible--they can reduce the cost of their insurance and still be protected against a major loss.

In deciding what kind and how much of these various self-protective coverages to buy, the same logic seems to apply as with liability insurance: As much as you can afford. The only exceptions might be Collision and Comprehensive. It doesn't make too much sense to pay a premium that might be something like $60, just to insure a car that's only worth $150.

The procedure for collecting on these varieties of insurance is quite simple. All you do is contact your insurance company, usually through your agent. They provide you with a "claims form" to fill out. As soon as they are satisfied that you have indeed suffered a loss, you get your money.

SUMMARY

LIABILITY INSURANCE

- Bodily Injury (B.I.)
  Pays for injuries to others, for which you are partially or entirely responsible. Covers legal fees, whether or not you were at fault.
- Property Damage (P.D.)
  Pays for damage to the property of others, if you are partially or entirely responsible. Covers legal fees, whether or not you were at fault.

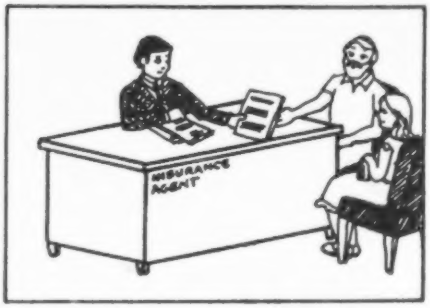
SELF-PROTECTION

- Uninsured Motorists
  Pays for bodily injuries to you and your passengers, if accident caused by uninsured or hit-and-run driver. Does not cover property damages.
- Personal Injury Protection (P.I.P.) (or Medical Payments)
  Pays you and your passengers for medical expenses and loss of income. Takes effect when getting into car, and lasts until everyone is safely out.
- Collision
  Pays for damage to your car, no matter who was to blame, or how accident happened.
- Comprehensive
  Pays for damage to your car from every other cause except collision, for example, vandalism and flood.

GETTING COVERED

In the State of Washington, no one with a valid driver's license can be denied auto insurance. The only question is how much it's going to cost.

As we have seen, that could be quite a lot, especially if your driving record is less than spotless, or you have a fondness for muscle cars. In that case, you could well be classified as a "high risk".



All this means is that there is something about you which indicates you are more likely than other drivers to have an accident during the term of your insurance policy. Needless to say, high risks have to pay higher premiums than do "standard risks".

Every insurance company in the state is required to take on a certain number of high risks, through the "assigned risk" plan. Most would rather not--even with the higher premiums paid, these drivers have proven themselves to be a losing proposition.

RESTRICTIONS ON MINORS

As you doubtless know by now, no Washington resident under 18 years of age may get a driver's license unless he or she has first passed a Traffic Safety Education Course. Another restriction on minors is that they are by law forbidden from owning or registering a car. If they want to drive, they have to persuade some other person to let them.

Most of the time, of course, that other person is a parent. For insurance purposes, they are included under the parent's policy. This isn't so bad, because the premium is lower that way. Even after 18, premiums are lower for those who remain covered under their parents' policy than if they register and insure their own cars.

All in all, it's a convenient arrangement for the young driver. It may not be so convenient for the parents, because they are often considered legally responsible for their kids until they reach age 18.

In other words, one careless moment at the wheel, and the young driver may burden his parents with a debt amounting to many thousands of dollars. Their insurance coverage, as explained above, may or may not be enough to pay for it.

Something to think about, perhaps?

THE ROLE OF THE AGENT OR BROKER

When applying for insurance, you will be dealing with an insurance agent or broker. He or she has three main duties to perform--

-take down all relevant information about you, so that the insurance company he or she selects for you will be able to get some idea of the kind of driver you are
-provide you with good advice about the type and amount of coverage to get
-provide whatever service you may need regarding your policy, particularly if you have an accident

There are certain things you have a right to expect from your agent or broker. First of all, he or she should know the field of auto insurance thoroughly, and be able to explain it to you in language you can understand. If there's anything you don't quite grasp, keep asking until you get it straight.

You should also expect good service after you buy your coverage. This means helping to rearrange the coverage when your situation changes. It also means going to bat for you when you have a problem with your policy--say, the computer spits out the wrong premium for you to pay, or you're re-classified and don't understand why.

STUDY SHEET SS15a
(Page 12 of 12 pages)

WHEN YOU HAVE AN ACCIDENT
DO'S AND DON'TS

Most importantly, your agent is there to help when you need your insurance most of all--when you've had an accident. Here is a list of "do's" and "don'ts" to observe if that happens.

DO'S

1. Stop. Don't go anywhere. "Leaving the scene of an accident" is a serious traffic offense.
2. If anyone is injured, call a doctor, hospital or ambulance.
3. Report the accident to the nearest policeman, or other public official. It is wise to do this even when an accident appears to be minor; if there is a court case later, the testimony of the policeman may be needed to prove that it really was minor.
4. Get the names, addresses and phone numbers of everybody there--injured persons, witnesses, other drivers. Get the driver's license numbers for all other drivers involved in the accident.
5. Report the accident to your insurance agent, providing him or her with all details.
6. Notify and file an Accident Report Form with the State Patrol within 24 hours, if anyone is killed or injured, or there is property damage in excess of $300. If at all possible, get your agent to help you fill out the report; most agents keep a supply of the forms on hand.

Remember: You may be required to fill out a Financial Responsibility Form.

DON'TS

1. Don't admit that the accident was your fault. You may not be as much to blame as you first think you are.

   Just keep your head and collect all the facts so that, later, when the dust has settled, an impartial determination can be made of just who was at fault, and to what extent.

   That way, you won't end up being held responsible for things you really should not be.
2. Do not tell anybody how much insurance coverage you have. A common maneuver among lawyers is to ask for damages which just happen to coincide with the amount of your coverage.
3. If you find that you are confused or very nervous, don't say or do anything. Just go somewhere safe and sit down, and let others who are in better shape take care of things.

That's about it. Good luck with your driving career; you may need some. You will also need plenty more of the good sense you have shown by taking a Traffic Safety Education Course. The Independent Insurance Agents and Brokers of Washington congratulate you for all your efforts to become better informed, safe and careful drivers.

And don't forget that your insurance agent is there to help you in any way he can.

THANKS AGAIN TO:

The Independent Insurance Agents
and Brokers of Washington

YOUR Independent Insurance AGENT

Xxxxxxx School District
July, 1986

STUDY SHEET SS15b

(One page only)

ACCIDENT REPORT INFORMATION

The following is the information needed to complete Worksheet W20a, Accident Report Form.

You are the driver of your family car when you are involved in an accident. Use "actual" information about you, your car, insurance, etc.

There is about $1,900.00 damage to your car and about $400.00 damage to the other car involved.

You were travelling west on 1st Avenue, a two-way, two-lane arterial, and starting to make a left turn onto A Street, a two-lane, two-way non-arterial. There was no traffic light at the intersection. You were struck partially head-on by an on-coming car. The whole front end of your car was damaged. The left front bumper and fender of the on-coming car was damaged.

The accident occurred on Tuesday, June 6, 1985, at 9:10 a.m. in Wenatchee in Chelan County.

There were no passengers in your car. The one passenger in the other car, Janis Smith, suffered a broken index finger. You were not able to obtain the doctor's name to whom she went. Her address was the same as the driver's address.

The driver of the other car was Jonathan A. Smith whose address was 3110 - 132nd Street, S.E., Seattle, WA 98122. He said he was an insurance salesman. His Washington license number was SMITHJA602NA. His birthday was August 1, 1940.

The city police were called and were there in a short period of time.

The sun was shining and the streets were dry. There was no street maintenance or construction in the area. You were distracted by a closely following car and another car partially across the center of A Street into which you were turning.

The lady in the car on A Street, about 30 years old, left her name and address as a witness. She lived at W. 2120 - 9th Avenue, Wenatchee.

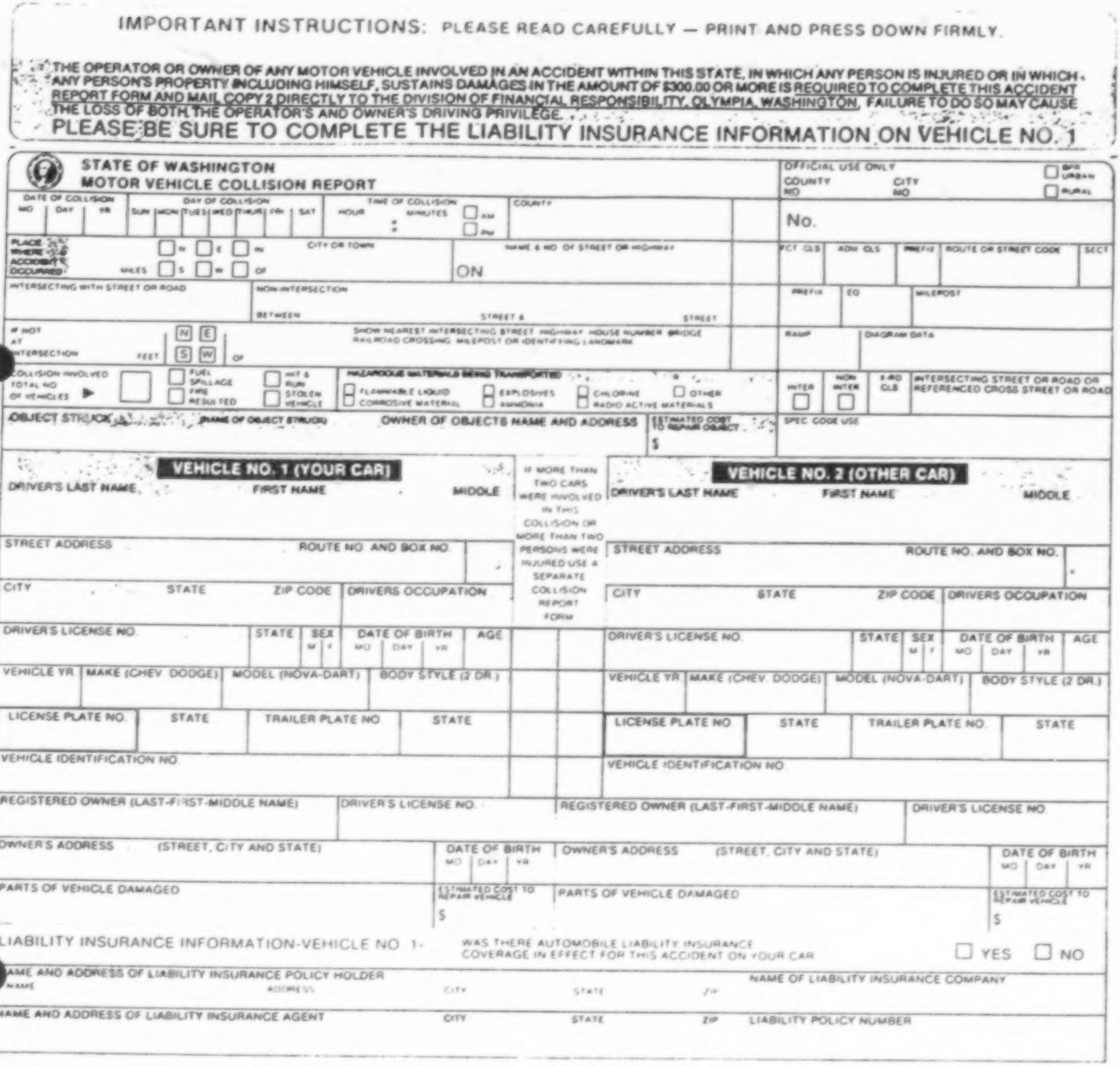
Jon Smith was the registered owner of the 1978 Ford Thunderbird, 2-dr, he was driving. The license number was KBG 248 and the Vehicle Identification number was 26G281BC6662AG. The mileage on his odometer was 86,242.

WORKSHEET W15a
(Page 1 of 2 pages)

Name______________________________ Date______________

ACCIDENT/COLLISION REPORT

Directions: Using Study Sheet SS15b, complete the required accident report on the following form. Details about you, your car, insurance, etc., will have to be supplied by you. Do not leave anything blank that you would have had to fill out if you actually had had the accident. (The actual accident report would be one long form. It is made into two pages here for convenience in copying and handling.)



IMPORTANT INSTRUCTIONS: PLEASE READ CAREFULLY — PRINT AND PRESS DOWN FIRMLY.

THE OPERATOR OR OWNER OF ANY MOTOR VEHICLE INVOLVED IN AN ACCIDENT WITHIN THIS STATE, IN WHICH ANY PERSON IS INJURED OR IN WHICH ANY PERSON'S PROPERTY INCLUDING HIMSELF, SUSTAINS DAMAGES IN THE AMOUNT OF $300.00 OR MORE IS REQUIRED TO COMPLETE THIS ACCIDENT REPORT FORM AND MAIL COPY 2 DIRECTLY TO THE DIVISION OF FINANCIAL RESPONSIBILITY, OLYMPIA, WASHINGTON. FAILURE TO DO SO MAY CAUSE THE LOSS OF BOTH THE OPERATOR'S AND OWNER'S DRIVING PRIVILEGE.

PLEASE BE SURE TO COMPLETE THE LIABILITY INSURANCE INFORMATION ON VEHICLE NO. 1

STATE OF WASHINGTON
MOTOR VEHICLE COLLISION REPORT

OFFICIAL USE ONLY — COUNTY NO — CITY NO — ☐ SPR URBAN ☐ RURAL

No.

DATE OF COLLISION: MO | DAY | YR
DAY OF COLLISION: SUN | MON | TUES | WED | THURS | FRI | SAT
TIME OF COLLISION: HOUR : MINUTES ☐ AM ☐ PM
COUNTY

PLACE WHERE ACCIDENT OCCURRED: MILES ☐ N ☐ S ☐ E ☐ W ☐ IN ☐ OF — CITY OR TOWN — NAME & NO. OF STREET OR HIGHWAY: ON

PCT CLS | ADM CLS | PREFIX | ROUTE OR STREET CODE | SECT

INTERSECTING WITH STREET OR ROAD — NON-INTERSECTION: BETWEEN ____ STREET & ____ STREET

PREFIX | EQ | MILEPOST

IF NOT AT INTERSECTION: FEET N E S W OF — SHOW NEAREST INTERSECTING STREET, HIGHWAY, HOUSE NUMBER, BRIDGE, RAILROAD CROSSING, MILEPOST OR IDENTIFYING LANDMARK

RAMP | DIAGRAM DATA

COLLISION INVOLVED TOTAL NO. OF VEHICLES ▶ ☐ — ☐ FUEL SPILLAGE ☐ FIRE RESULTED ☐ HIT & RUN ☐ STOLEN VEHICLE

HAZARDOUS MATERIALS BEING TRANSPORTED: ☐ FLAMMABLE LIQUID ☐ CORROSIVE MATERIAL ☐ EXPLOSIVES ☐ AMMONIA ☐ CHLORINE ☐ RADIO ACTIVE MATERIALS ☐ OTHER

INTER ☐ | NON INTER ☐ | E/RD CLS | INTERSECTING STREET OR ROAD OR REFERENCED CROSS STREET OR ROAD

OBJECT STRUCK (NAME OF OBJECT STRUCK) — OWNER OF OBJECTS NAME AND ADDRESS — ESTIMATED COST TO REPAIR OBJECT $ — SPEC CODE USE

VEHICLE NO. 1 (YOUR CAR)

DRIVER'S LAST NAME — FIRST NAME — MIDDLE
STREET ADDRESS — ROUTE NO. AND BOX NO.
CITY — STATE — ZIP CODE — DRIVERS OCCUPATION
DRIVER'S LICENSE NO. — STATE — SEX M F — DATE OF BIRTH MO DAY YR — AGE
VEHICLE YR — MAKE (CHEV. DODGE) — MODEL (NOVA-DART) — BODY STYLE (2 DR.)
LICENSE PLATE NO. — STATE — TRAILER PLATE NO. — STATE
VEHICLE IDENTIFICATION NO.
REGISTERED OWNER (LAST-FIRST-MIDDLE NAME) — DRIVER'S LICENSE NO.
OWNER'S ADDRESS (STREET, CITY AND STATE) — DATE OF BIRTH MO DAY YR
PARTS OF VEHICLE DAMAGED — ESTIMATED COST TO REPAIR VEHICLE $

IF MORE THAN TWO CARS WERE INVOLVED IN THIS COLLISION OR MORE THAN TWO PERSONS WERE INJURED USE A SEPARATE COLLISION REPORT FORM

VEHICLE NO. 2 (OTHER CAR)

DRIVER'S LAST NAME — FIRST NAME — MIDDLE
STREET ADDRESS — ROUTE NO. AND BOX NO.
CITY — STATE — ZIP CODE — DRIVERS OCCUPATION
DRIVER'S LICENSE NO. — STATE — SEX M F — DATE OF BIRTH MO DAY YR — AGE
VEHICLE YR — MAKE (CHEV. DODGE) — MODEL (NOVA-DART) — BODY STYLE (2 DR.)
LICENSE PLATE NO. — STATE — TRAILER PLATE NO. — STATE
VEHICLE IDENTIFICATION NO.
REGISTERED OWNER (LAST-FIRST-MIDDLE NAME) — DRIVER'S LICENSE NO.
OWNER'S ADDRESS (STREET, CITY AND STATE) — DATE OF BIRTH MO DAY YR
PARTS OF VEHICLE DAMAGED — ESTIMATED COST TO REPAIR VEHICLE $

LIABILITY INSURANCE INFORMATION-VEHICLE NO. 1- WAS THERE AUTOMOBILE LIABILITY INSURANCE COVERAGE IN EFFECT FOR THIS ACCIDENT ON YOUR CAR ☐ YES ☐ NO

NAME AND ADDRESS OF LIABILITY INSURANCE POLICY HOLDER: NAME — ADDRESS — CITY — STATE — ZIP — NAME OF LIABILITY INSURANCE COMPANY

NAME AND ADDRESS OF LIABILITY INSURANCE AGENT — CITY — STATE — ZIP — LIABILITY POLICY NUMBER

WORKSHEET W15a
(Page 2 of 2 pages)

1ST INJURY [illegible] | AGE | INJURIES | 2ND INJURY [illegible] (USE SEPARATE REPORT FOR ADDITIONAL INJURIES) | AGE

NAME | TOTAL INJURED | NAME

ADDRESS | SEX M ☐ F ☐ | ADDRESS | SEX M ☐ F ☐

NATURE AND EXTENT OF INJURIES | ☐ | NATURE AND EXTENT OF INJURIES

DID INJURIES REQUIRE EXAMINATION BY A DOCTOR? ☐ YES ☐ NO DOCTOR'S NAME | DID INJURIES REQUIRE EXAMINATION BY A DOCTOR? ☐ YES ☐ NO DOCTOR'S NAME

STATUS OF INJURED	MARK FIRST ONE THAT APPLIES			
☐ DRIVER ☐ PASSENGER ☐ PEDESTRIAN ☐ OTHER WRITE IN IN VEHICLE NO ____	KILLED ☐	DISABLING INJURY (SEVERE) 5 ☐	NON DISABLING INJURY (MINOR) 6 ☐	POSSIBLE INJURY (I.E. COMPLAINT OF PAIN ETC.) 7 ☐
☐ DRIVER ☐ PASSENGER ☐ PEDESTRIAN ☐ OTHER WRITE IN IN VEHICLE NO ____	KILLED ☐	DISABLING INJURY (SEVERE) 5 ☐	NON DISABLING INJURY (MINOR) 6 ☐	POSSIBLE INJURY (I.E. COMPLAINT OF PAIN ETC.) 7 ☐

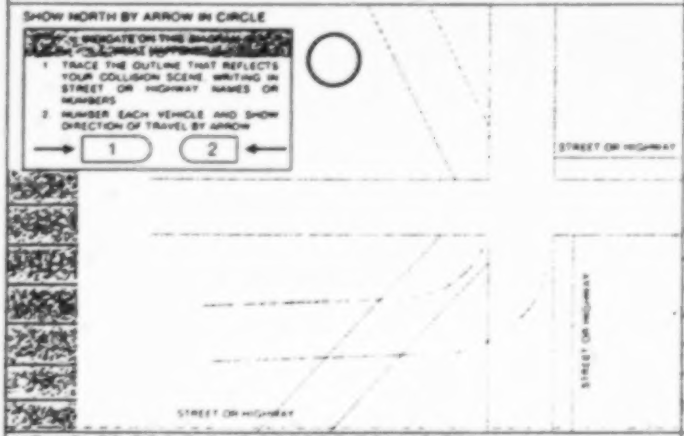
MOTORCYCLE SAFETY: ☐ HELMET USED ☐ HELMET NOT USED | MOTORCYCLE SAFETY: ☐ HELMET USED ☐ HELMET NOT USED

SHOW NORTH BY ARROW IN CIRCLE

INDICATE ON THIS DIAGRAM WHAT HAPPENED

1. TRACE THE OUTLINE THAT REFLECTS YOUR COLLISION SCENE, WRITING IN STREET OR HIGHWAY NAMES OR NUMBERS
2. NUMBER EACH VEHICLE AND SHOW DIRECTION OF TRAVEL BY ARROW

→ 1 2 ←



DESCRIBE BELOW WHAT HAPPENED (REFER TO VEHICLES BY NUMBER)

VEHICLES POSITIONS BEFORE COLLISION

VEHICLE	N	S	E	W	ON STREET OR HIGHWAY NAME OR NO	NO OF LANES IN ONE DIRECTION	VEHICLE LEGALLY STANDING YES	NO	VEHICLE LEGALLY PARKED YES	NO	IF PARKED WAS VEHICLE OCCUPIED YES	NO
NO 1 (YOURS)	☐	☐	☐	☐			☐	☐	☐	☐	☐	☐
NO 2 (OTHER)	☐	☐	☐	☐			☐	☐	☐	☐	☐	☐
PEDESTRIAN	☐	☐	☐	☐	ALONG ... OR CROSSING ... FROM ... TO ...							

INVESTIGATED BY: ☐ STATE PATROL ☐ OTHER POLICE ☐ CITY POLICE ☐ NO INVESTIGATION ☐ SHERIFF

PEDESTRIAN/PEDAL CYCLIST WAS USING: 1 ☐ SIDEWALK 2 ☐ WALKWAY 3 ☐ SHOULDER 4 ☐ MARKED CROSSWALK 5 ☐ UNMARKED CROSSWALK 6 ☐ OTHER 7 ☐ DESIGNATED BIKE ROUTE 8 ☐ ROADWAY

PEDESTRIAN/PEDAL CYCLIST CLOTHING COLOR: 1 ☐ DARK 2 ☐ LIGHT 3 ☐ MIXED 4 ☐ RETRO-REFLECTIVE 5 ☐ OTHER REFLECTIVE APPAREL SHOES, PATCHES, ETC

ROAD SURFACE (CHECK ONE) VEHICLE NO 1 / NO 2
- ☐ 1 ☐ DRY
- ☐ 2 ☐ WET
- ☐ 3 ☐ SNOW
- ☐ 4 ☐ ICE
- ☐ 5 ☐ OTHER SPECIFY

WEATHER
- 1 ☐ CLEAR CLOUDY OR OVERCAST
- 2 ☐ RAINING
- 3 ☐ SNOWING
- 4 ☐ FOG
- 5 ☐ OTHER (SPECIFY)

LIGHT CONDITIONS
- 1 ☐ DAYLIGHT
- 2 ☐ DAWN
- 3 ☐ DUSK
- 4 ☐ DARK-STREET LIGHTS ON
- 5 ☐ DARK-STREET LIGHTS OFF
- 6 ☐ DARK-NO STREET LIGHTS
- 7 ☐ OTHER SPECIFY

TRAFFIC CONTROL VEHICLE (CHECK ONE) NO 1 / NO 2
- ☐ 1 ☐ SIGNALS
- ☐ 2 ☐ STOP SIGN
- ☐ 3 ☐ YIELD SIGN
- ☐ 4 ☐ FLASHING RED
- ☐ 5 ☐ FLASHING AMBER
- ☐ 6 ☐ RR SIGNAL
- ☐ 7 ☐ OFFICER/FLAGMAN
- ☐ 8 ☐ OTHER, SPECIFY
- ☐ 9 ☐ NO TRAFFIC CONTROL

TYPE OF ROAD VEHICLE (CHECK ONE OR MORE) NO 1 / NO 2
- ☐ 1 ☐ ONE WAY
- ☐ 2 ☐ TWO WAY
- ☐ 3 ☐ REVERSIBLE ROAD
- ☐ 4 ☐ INTERCHANGE (LOOP/RAMP)
- ☐ 5 ☐ ALLEY
- ☐ 6 ☐ TWO WAY-LEFT TURN LANES
- ☐ 7 ☐ DRIVEWAY

ROAD SEPARATION
- ☐ 2 ☐ DIVIDED
- ☐ 3 ☐ UNDIVIDED

DRIVER/VEHICLE ACTIONS VEHICLE (CHECK ONE OR MORE) NO 1 / NO 2
- ☐ 1 ☐ GOING STRAIGHT AHEAD
- ☐ 2 ☐ OVERTAKING AND PASSING
- ☐ 3 ☐ MAKING RIGHT TURN
- ☐ 4 ☐ MAKING LEFT TURN
- ☐ 5 ☐ MAKING U-TURN
- ☐ 6 ☐ SLOWING
- ☐ 7 ☐ STOPPED FOR TRAFFIC
- ☐ 8 ☐ STOPPED AT SIGNAL OR STOP SIGN
- ☐ 9 ☐ STOPPED IN ROADWAY
- ☐ 10 ☐ STARTING IN TRAFFIC LANE
- ☐ 11 ☐ STARTING FROM PARKED POSITION
- ☐ 12 ☐ MERGING (ENTERING TRAFFIC)
- ☐ 15 ☐ BACKING
- ☐ ☐ GOING WRONG WAY
- ☐ ☐ OTHER SPECIFY

ROADWAY CHARACTER
- 1 ☐ STRAIGHT & LEVEL
- 2 ☐ STRAIGHT & GRADE
- 3 ☐ STRAIGHT AT HILL CREST
- 4 ☐ STRAIGHT IN SAG
- 5 ☐ CURVE & LEVEL
- 6 ☐ CURVE & GRADE
- 7 ☐ CURVE AT HILLCREST
- 8 ☐ CURVE IN SAG

ROADWAY SURFACE TYPE NO 1 / NO 2
- ☐ 1 ☐ CONCRETE
- ☐ 2 ☐ BLACKTOP
- ☐ 3 ☐ BRICK OR WOODBLOCK
- ☐ 4 ☐ GRAVEL
- ☐ 5 ☐ DIRT
- ☐ 6 ☐ OTHER
- ☐ 0 ☐ UNKNOWN

REASON FOR NOT SEEING DANGER

DID COLLISION OCCUR IN A CONSTRUCTION OR ROAD MAINTENANCE AREA? ☐ YES ☐ NO

WITNESS NAME	SEX	AGE
1		
2		

☐ CHECK (✓) IF YOU WERE DRIVING A COMMERCIAL VEHICLE AS AN EMPLOYEE OF ANOTHER

(RCW DEFINITION OF A COMMERCIAL VEHICLE IS ANY VEHICLE THE PRINCIPAL USE OF WHICH IS THE TRANSPORTATION OF COMMODITIES, MERCHANDISE, PRODUCE, FREIGHT, ANIMALS OR PASSENGERS FOR HIRE.)

SIGNATURE OF PERSON COMPLETING REPORT [illegible] | DATE OF REPORT MO DAY YEAR

X

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SHEET NO 3 TO LOCAL LAW ENFORCEMENT AGENCY WHERE THE ACCIDENT OCCURRED
SHEET NO 4 YOUR COPY

Xxxxxxx School District
July, 1986

WORKSHEET W15b

(Page 1 of 2 pages)

Name______________________________ Date____________

AUTO INSURANCE

1. On the line before each of the following statements, write the kind of insurance needed by you to cover what is indicated. The first one has been answered for you.

a. Property damage liability You hit a parked car and do damage to the other car's left rear fender.

b.________________________ A person runs a stop sign and hits your car. He has no insurance and can't afford to pay for the damages to your car.

c.________________________ Someone breaks the side window and steals the radio from your car.

d.________________________ You and your passengers are injured in an accident and all have medical bills as a result.

e.________________________ You slide off the road and do damage to your own car by hitting a telephone pole.

f.________________________ You rear end a car. Two occupants in the other car get whiplash and end up with large medical bills.

g.________________________ A driver runs into your car while you are waiting at a red light. A passenger in your car is severely injured and requires a long hospital stay.

h.________________________ The back window is shattered when the car is closed up in the hot sun.

i.________________________ Your parked car is damaged by a hit and run driver.

j.________________________ You hit a pedestrian and injure her.

k.________________________ Your car is stolen and is not ever recovered.

2. Put an X on the line in front of the one in each pair below which would have a higher insurance rate, all other things being equal.

a.____Owner lives in country.

____Owner lives in large city.

b.____Owner has had a claim against his liability insurance in the last year.

____Owner has had no claims on his insurance for 5 years.

c.____18 year old male

____18 year old female

d.____Owner uses car in business.

____Owner uses car to drive back and forth to work and for pleasure.

WORKSHEET W15b

(Page 2 of 2 pages)

e._____Owner drives 2 miles one way to work.

_____Owner drives 20 miles one way to work.

f._____Owner has $250 deductible on collision insurance.

_____Owner has $100 deductible on collision insurance.

g._____Family of four licensed drivers including a 19 year old son with a good student discount.

_____Family of five licensed drivers including a 19 year old daughter.

h._____An owner who was liable in an accident and had no insurance.

_____An owner who has insurance, and had a couple of substantial claims against her insurance in the last year.

3. Explain why you chose the answer you did for letters "f", "g", and "h" in #2 above.

"f"

"g"

"h"

4. Describe how you would go about selecting what insurances you would purchase and selecting a company and/or agent.

5. Describe what is meant by the "financial responsibility" law in Washington.

6. Do you believe we should have required insurance rather than the "financial responsibility" law? Explain your answer. If you answered "yes", what types of insurance should be required?

7. Describe what is meant by "assigned risk."

8. What is no-fault insurance? Would you support legislation for no-fault insurance? Explain your answer.

WORKSHEET W15c

((Page 1 of 2 pages)

Name_______________________________________ Date_______________

WHAT TO DO IN CASE OF AN ACCIDENT

1. If you come upon an accident where people in the vehicles are injured, list five important things you should do to take care of and protect those who are injured.

   a.

   b.

   c.

   d.

   e.

2. What is the first legal responsibility of a driver who has been involved in an accident?

3. What are five other responsibilities of a driver who has been involved in an accident?

   a.

   b.

   c.

   d.

   e.

4. Explain why each of the following is important when you are the first person at an accident scene.

   a. Parking well off the roadway:

   b. Having someone else flag cars or set flares:

   c. Keeping people back from the accident scene:

   d. Turning off the ignition if not already done in each of the vehicles involved in the collision:

e. Having someone else call police (and emergency medical service or ambulance, if needed):

f. Treat the injured without moving them:

5. For what reason(s) might you move persons who were injured in an accident?

6. When rendering first aid to injured persons, what are the most important things to consider and do?

a.

b.

c.

d.

e.

(One page only)

Module 16: TRIP PLANNING

OBJECTIVES

THE STUDENT WILL RESPOND WITH 70% ACCURACY WHEN PRESENTED WITH QUESTIONS ON THE FOLLOWING CONCEPTS: Route selection including safety, convenience, and economic considerations; Vehicle preparation; Standard equipment; Special equipment; Estimating time for travel and planning stops; Map reading.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

(The two teacher-led discussions should be scheduled within the same week sometime near five to six weeks before the end of the course.)

1. Participate in a teacher-led discussion on map reading. (Note that large city maps and Washington State maps are needed. Worksheets W16a and W16b should be assigned at the conclusion of this discussion.) (30 mins.)
2. Participate in a teacher-led discussion on Planning a Trip and Route Selection using Transparency Set T16a (July, 1986) on part of the discussion. (Note that Washington State and large city maps are needed. Worksheet W16c should be assigned at the conclusion of this discussion. The "assignment" for the Evaluation should also be made at the conclusion of this discussion.) (40 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 330-337; Drive Right for Safety and Savings, pp. 314-321; Drive Right, a Responsible Approach, pp. 340-349; or Tomorrow's Drivers, Eighth Edition, pp. 245-250.
2. Read Study Sheet SS16a.
3. Complete Worksheet W16a. (July, 1986) (To be assigned after the teacher-led discussion on map reading)
4. Complete Worksheet W16b. (July, 1986) (Note to the teacher: Write in various towns/cities in #1 on the worksheet. Choose from the following towns/cities: Seattle, Spokane, Yakima, Richland, Bellingham, Vancouver.) (To be assigned after the teacher-led discussion on map reading.)
5. Complete Worksheet W16c (July, 1986) (Note to the teacher: Write or type addresses on the lines in #2 on page 2 before making copies of the worksheet. Choose addresses in various parts of the city so that routes would not coincide with the other two. Write an example of how to answer the question in "a" like this, "From 2223 W. Cherry Street, go 6 blocks north to 2nd Ave., turn right and go 15 blocks on 2nd Ave. to Boston Ct.", etc., for the addresses you choose.) (To be assigned at the conclusion of the teacher-led discussion on Planning A Trip and Route Selection.)

EVALUATION

(The students should be informed at the completion of the teacher-led discussions that they should complete the worksheets and textbook reading and take the test independently on their own time within the next three weeks - specify the date.)

To pass Module 16 requires:

1. Successful completion of Evaluation E16 on the concepts listed in the objective. (Note to teacher: write the name of a town/city in #1 from the following list: Aberdeen, Anacortes, Auburn, Bellingham, Bellevue, Bremerton, Chehalis, Colfax, Colville, Edmonds, Ellensburg, Ephrata, Everett, Goldendale, Grand Coulee, Kelso, Kennewick, Montesano, Moses Lake, Mt. Vernon, Newport, Okanogan, Olympia, Pomeroy, Port Angeles, Pullman, Renton, Republic, Richland, Ritzville, Seattle, Shelton, Spokane, Tacoma, Vancouver (WA), Walla Walla, Waterville, Wenatchee, Yakima. Vary the towns selected so it will facilitate the student doing their own work. Write in the town/city and addresses on the lines in #2 from the large city map you are having the students use for this Evaluation. Also vary these addresses.)

TEACHER-LED DISCUSSIONS (Module 16)

(Page 1 of 2 pages)

MAP READING

1. Use a map of a large city - the one in which your school is located or any large city in Washington, preferably the one nearest your school. (Have maps for each student to use for this discussion and for completing the Worksheet W16c and the Evaluation.)
   - a. Study map legend -- kinds of streets, etc.
   - b. Explain grid for locating streets and addresses.
   - c. Alphabetical listing of streets (north-south) and avenues (east-west).
   - d. Have the students locate at least five addresses predetermined by you.
   - e. Have the students identify several arterials and residential streets.
2. Use a Washington State Map (Have maps for each student to use for this discussion and for completing the worksheets and the Evaluation.)
   - a. Study map legend -- kinds of streets, size of cities, etc.
   - b. Note that grid is "same" as for city map.
   - c. Note alphabetical listing of cities and towns.
   - d. Note other items such as recreational sites, National Forests, airports, county seats, etc.
   - e. Note and show how to use mileage chart.
   - f. Show students how to find point to point mileages on the map.
   - g. Point out any unique features the map may have.
   - h. Have the students locate the following:
     - (1) Brewster
     - (2) Cusick
     - (3) Chehalis
     - (4) Burlington
     - (5) Interstate 90
     - (6) Interstate 5
     - (7) Any U.S. Highway
     - (8) Any State Highway
     - (9) A city between 10,000 and 25,000 population
     - (10) A town between 1,000 and 2,500 population

Xxxxxxx School District
July, 1986

PLANNING A TRIP - ROUTE SELECTION

1. Using Transparency #1 of Set T16a, inform the students of the equipment to be carried for city travel and for long trips.
2. Using Transparency #2 of Set T16a, discuss preparing a car and selves for a long trip.
3. Using Washington State maps, describe the "best" route to take in regard to safety, convenience, and economy for the cities listed below. Point out why it is the best route. Point out a feasible alternate route and explain why it may be less safe, convenient, or economical -- or more, if that is the case.
   - a. Seattle to Wenatchee (Use Transparency 3 of Set T16a in conjunction with the maps the students have.)
     - (1) Best Route: I90 to Cle Elum; 903, 970, and 97 to junction with 2; 2/97 to Wenatchee
     - (2) Alternate feasible route: I5 to Everett, 2 and2/97 to Wenatchee
       - -Slightly shorter route so could cost a little less
       - -More mountainous 2-lane road (First route is more than 50% on I90) so less safe and less convenient.

TEACHER-LED DISCUSSIONS (Module 16)
(Page 2 of 2 pages)

(To enhance the observation of the routes on the transparency, once made mark the best route with a green transparency pen and the alternate with a red transparency pen.)

   b. Yakima to Spokane

4. Then have the students do the same for the following:
   a. Yakima to Tacoma
   b. Local high school to Bellingham or Pasco
5. Make the following points:
   a. When traveling estimate the MPH average they would be likely to make considering the number of miles on expres and the number of miles on 2-lane, going through towns, etc. (For time actually driving, it will be about 45-55 MPH.)
   b. Discuss the number of miles and time that ought to be a "rule of thumb" maximum per day actual travel time. (8-9 hours, 400-500 miles) (Can vary according to number of drivers, kind of roads, etc.)
   c. Planning rest stops (5-10 minutes) every couple of hours/100 or so miles and meal breaks (1 hour basically) and overnight stays.
   d. Be aware that there are travel centers and visitors' bureaus connected with cities and states throughout the country.
   e. Be aware that travel clubs (e.g., ~~AAA~~) offer trip planning assistance for members.
6. Using the large city maps, describe two routes each from one address to another that you select on the map.
   -Indicate some criteria for choosing a route in a city; for example, from home to work, e.g., shortest, safest (one ways, less traffic, etc.) quickest (could be longer but quicker because of fewer traffic lights, less traffic, etc.), arterial streets vs. residential streets, etc.

Xxxxxxx School District
July, 1986

TRANSPARENCY SET T16a
Transparency #1 of 3

EQUIPMENT

TO BE CARRIED AT ALL TIMES

- JACK
- LUG WRENCH
- SPARE TIRE
- FLASHLIGHT
- FIRST-AID KIT
- BATTERY JUMPER CABLES
- -- OPTIONAL, BUT IF AQUIRED FOR A LONG TRIP COULD BE LEFT IN CAR AT ALL TIMES
  - SPARE BELTS
  - FUSES
  - FIRE EXTINGUISHER
  - FLARES OR WARNING REFLECTORS

LONG TRIPS:

- ADD TO THE ABOVE
  - MISCELLANEOUS TOOLS
    - SCREWDRIVER
    - PLIERS
    - CRESCENT/OPEN END WRENCHES
    - (SOCKET SET IF YOU HAVE ONE)

WINTER:

- WINDOW SCRAPER
- CHAINS
- TOW LINE
- BLANKET
- WARM CLOTHES TO WORK OUTSIDE OF CAR IN EMERGENCY

TRANSPARENCY SET T16a
Transparency #2 of 3

CAR SERVICE - PERSONAL NEEDS - LOADING THE CAR

1. CHECK AND SERVICE THE CAR AS NEEDED OR AS WILL BE NEEDED BEFORE RETURN:

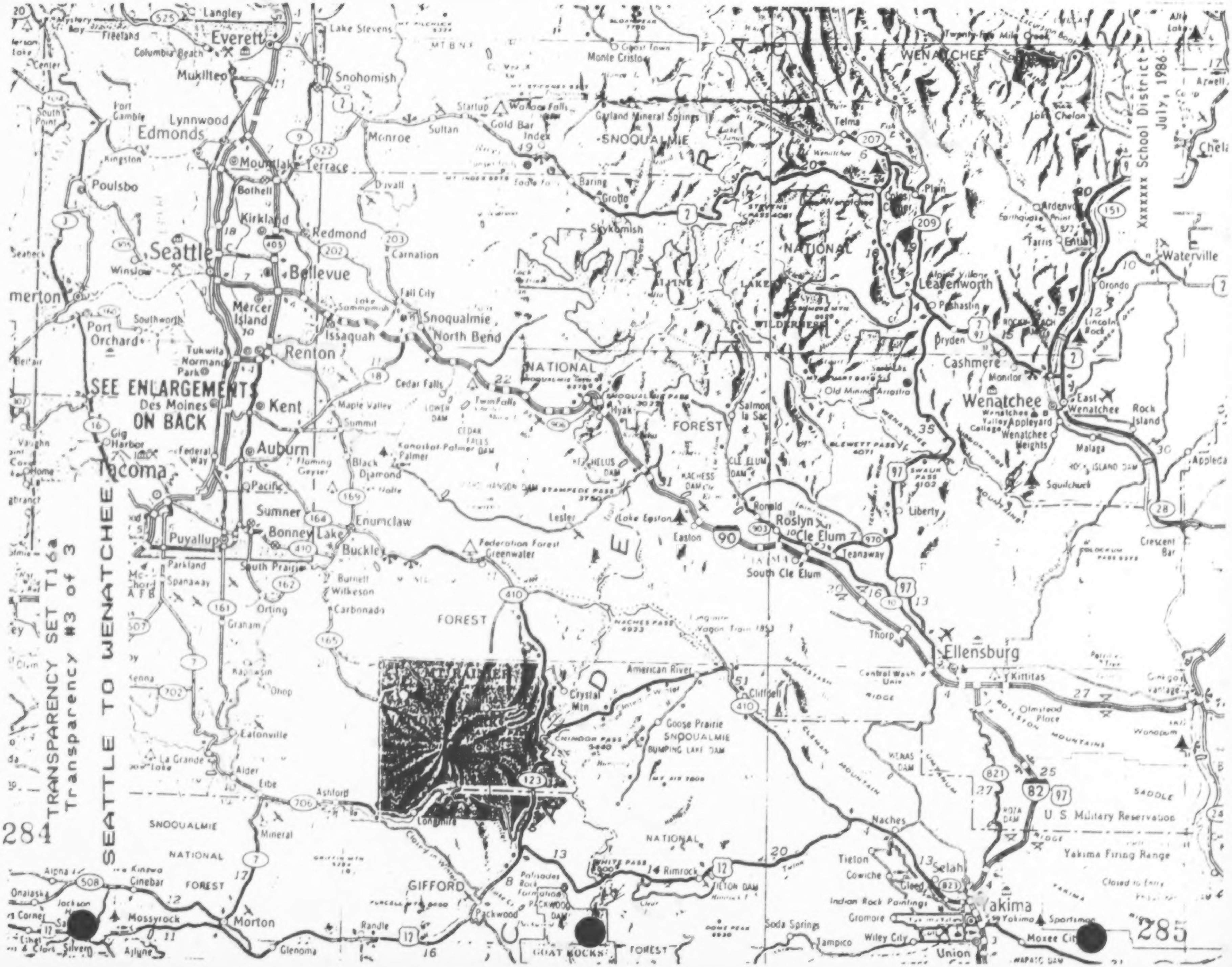
    TIRES - PRESSURE, BALANCE, ALIGNMENT
    TUNE-UP
    LUBRICATION
    OIL AND FILTER CHANGE
    WHEEL PACK
    BRAKE LINING
    WINDSHIELD WIPERS AND WASHERS
    RADIATOR, HOSES, AND BELTS
    AIR FILTER
    LIGHTS (HEADLIGHTS, SIGNALS, TAIL LIGHTS, ETC.)
    HORN
    --OWNER'S MANUAL FOR ANYTHING SPECIFIC TO YOUR CAR

2. BE PREPARED TO HANDLE PERSONAL NEEDS

    HOW TO PAY FOR EXPENSES -- GAS, FOOD LODGING
    EMERGENCIES
    CLOTHING FOR ALL ANTICIPATED WEATHER AND CLIMATE
    PLAN SCHEDULE FOR REST BEFORE AND DURING TRIP
    PLAN FOR AVOIDING RUSH HOURS IN CITIES
    OBTAIN ADVANCE INFORMATION ON WEATHER, ROAD CONDITIONS, CONSTRUCTION
    SPARE SET OF CAR KEYS
    CHECK ON INSURANCE (E.G. WHAT TO DO IF INVOLVED IN AN ACCIDENT FAR FROM HOME; IF GOING TO CANADA OR MEXICO, ARE YOU COVERED OR ANYTHING SPECIAL TO DO?, ETC.)

3. LOADING THE CAR

    WEIGHT LOW, SECURED, AND DISTRIBUTED
    MATERIALS SECURE
    HEAVY OBJECTS IN TRUNK
    ONLY "SOFT" OBJECTS LOOSE IN PASSENGER COMPARTMENT



TRANSPARENCY SET T16a
Transparency #3 of 3
SEATTLE TO WENATCHEE

Xxxxxxx School District
July, 1986

STUDY SHEET SS16a

(One page only)

TRIP PLANNING - EXTENDED TRIP

Anticipation is a part of the fun of a motor trip. There are so many fascinating places to visit that the family can spend hours looking over maps, planning where to stop and what to see and do.

A great deal has been done to make motoring smooth and easy. Roads are generally good and getting better. Sleeping accommodations and good restaurants are easily found in all parts of the country. Time spent looking over brochures and maps will be repaid many times over once you get on the road to begin your trip.

There are many facets to planning a trip and getting the most enjoyment from it. Knowing what to see and how to get there is, of course, most important. Budgeting your time according to your driving habits and interests is also important. Under normal or average conditions you can plan to travel about 100 miles every two hours. If your travel for any segment is all on Interstate Freeway, you could average a little more. On two lane highway in mountainous areas or where there are a number of towns for which you must slow to their speed limits, you would average less. In mountainous areas, traveling 100 miles in three hours is considered reasonable. Using these mileage/hour figures, you can calculate the number of hours you need to drive each day. Estimate the total miles and divide by the number of days that you plan to travel. Or, if you need to know how many days you will need, simply reverse the process by converting total mileage into hours and divide by the number of hours you care to drive each day. Mileage tables are easily found in maps and brochures to assist you in your calculations. You should not plan a rigid schedule. Trying to average a certain number of miles per hour is a mistake. It often makes a driver fail to use his/her own judgment to slow down when they should. Trying to cover too long a distance each day could cause a tired driver to fall into "highway hypnosis", greatly hindering the I.P.D.E. process. Don't push yourself! Persons should not drive more than 6-8 hours in any one day and that should be varied according to the rest and activity a person has before and during a trip. Even when there are more drivers who can trade off, the total traveling time should probably not exceed 10-11 hours in a day. Whether the trip is for business or enjoyment remember to take your time, relax and enjoy yourself.

Avoid driving at night on long trips if it is possible. It is hard enough to drive unfamiliar roads without doing it after dark. Fatigue and drowsiness can easily creep up on you after daylight hours, causing a potentially dangerous driving situation.

Also prepare yourself and your vehicle according to the weather. You are making a great mistake if you are not prepared for the area that you are driving into. Carrying tire chains, checking your wiper blades, and checking your radiator are a few examples of preparing your vehicle for winter travel. Driving through hot desert areas in the early morning hours is one example of planning for safety and convenience during summer travel. These are only a few driving tips that can prevent miserable experiences on a hopefully enjoyable trip.

Prepare a maintenance checklist. Keep a record of your gas mileage and use the checklist to insure that proper preventive maintenance measures are taken at the correct mileage intervals to decrease the chance of break-downs and increase the life of your vehicle.

Prepare yourself for special conditions. For example, if you plan to pull a trailer, research the vehicle requirements and the operating skills that you will need to make travel safe. Remember, you must adjust your driving according to the capabilities of the vehicle you are driving. Pulling a trailer is potentially very dangerous if you have not properly prepared your vehicle and yourself.

Be sure to let a trusted neighbor or relative know where you can be reached in case of an emergency.

Be prepared to pay a large bill if one should pop up due to a vehicle breakdown or some other unexpected expense. Travelers checks or credit cards are recommended. Cash is easily lost or stolen.

Motor trips have become a popular part of many planned vacations and are a part of work for many persons. Remember that planning and preparation are the keys to making the trip as enjoyable and safe as possible.

Xxxxxxx School District
July, 1986

WORKSHEET W16a
(One page only)

Name____________________________________ Date_____________

SHORT TO MEDIUM TRIP PLANNING

Section 1:

Directions: Using the information in "A" answer the questions in "B" below. (Note that there are costs other than gas for operating a car, e.g., maintenance, insurance, etc., that are not figured in to this trip. The costs below are the immediate out-of-pocket expenses you need to figure for a short to medium trip.)

A. Information

1. Round trip from Vancouver, Washington to Seattle and return.
2. You'll be leaving about 9:00 a.m. one day and returning about 5:00 p.m. the next day.
3. Type of transportation - car which uses unleaded gas.
4. Average gas mileage for the car - 22 mpg.
5. You'll travel about 25 miles around Seattle while there.
6. You and one other person will make the trip together.
7. Lodging - room for two people - $45.00 plus tax of 8.5%.
8. Average meal costs: Breakfast-$3.50; Lunch-$5.00; Dinner-$8.00.
9. Present average cost per gallon for unleaded gas____________.

B. Questions

___________ 1. Total miles you will travel.

___________ 2. Approximate hours needed for driving to and from Seattle.

___________ 3. Approximate time to start back from Seattle to arrive in Vancouver at 5:00 p.m.

___________ 4. Number of gallons of gas needed.

___________ 5. Cost for gas for the trip.

___________ 6. Cost for lodging.

___________ 7. Cost for meals.

___________ 8. Total cost for trip.

WORKSHEET W16b

(Page 1 of 2 pages)

Name ______________________________ Date ____________

MAP READING

Directions: Answer the questions below about the following town/city and the map you are using. For all questions asking for a town/city, use only incorporated places (Most maps include in the legend what symbols show incorporated places.)

____ ____ 1. The town/city of ________________________ is found on this map in the section of the grid designated by what letter and number?

2. Using your map, tell what is the closest town/city to the approximate north, south, east, west of your town/city and tell how many miles it is to each of them. These towns/cities should be on roads that lead to your town/city.

A. Town/city to the north is ________________ and it is _________ miles.

B. Town/city to the south is ________________ and it is _________ miles.

C. Town/city to the east is ________________ and it is _________ miles.

D. Town/city to the west is ________________ and it is _________ miles.

_____________ 3. In what city, closest to your town/city, is the nearest airport?

_____________ 4. Near what city, closest to your town/city is the nearest ski area?

_____ ___________ 5. Approximately how many miles and nearest what town/city is the nearest campsite?

6. Answer the following in regards to your town/city:

_____________ A. What is the nearest river or lake?

_____________ B. What is the nearest National Forest?

_____________ C. In what Washington county is your town/city located?

_____________ D. What is the county seat of that county?

_____________ E. What is (are) the highway number(s) that provide access to your town/city?

_____________ F. What is the closest interstate highway to your town/city?

_____________ G. What is the nearest Indian Reservation?

7. List a town/city and its location by grid for each of the following populations. Use a different section for each town/city.

	town/city	location letter	location number
over 100,000			
from 35,000 to 100,000			
from 10,000 to 35,000			
from 5,000 to 10,000			
from 2,500 to 5,000			
from 1,000 to 2,500			
under 1,000			

WORKSHEET W16b
(Page 2 of 2 pages)

8. How many miles is it from your town/city to Seattle? ______ Spokane? ______

Vancouver (WA) ______ Yakima ______ Bellingham ______

9. What is the location of these Washington towns/cities?

A. Ellensburg: letter____ #____ B. Walla Walla: letter____ #____

10. What is located:

______________________ To the north of Washington

______________________ To the south of Washington

______________________ To the east of Washington

______________________ To the west of Washington

11. How high is Snoqualmie Pass on I-90? ________________

Washington Pass on North Cascades Highway? ________________
The highest pass in the state located between Republic and Kettle Falls

____

12. Write the number and location of one of each of the following types of roadways. (Any one section of the grid in which all or part of it is located.)

roadway number		location letter	location number
__________	Interstate Freeway	______	______
__________	Multi-lane Highway	______	______
__________	U.S. Highway	______	______
__________	State Route Highway	______	______

13. The highways in the United States are numbered according to a definite plan. All major highways running north-south have odd numbers; east-west have even numbers. What is the number of the major highway between the following cities?

a. Vancouver & Tacoma ________ What direction does it run? ______________

b. Aberdeen & Elma ________ What direction does it run? ______________

c. Spokane & Seattle ________ What direction does it run? ______________

d. Spokane & Pullman ________ What direction does it run? ______________

e. Burlington & Okanogan ________ What direction does it run? ______________

f. Colfax & Vantage ________ What direction does it run? ______________

14. You are traveling east on Highway 6. Your destination is Centralia. You come to the intersection of Highway 6 and Interstate Freeway 5. You see the following signs:

I-5 North I-5 South Which sign would you follow? ____a. ____b.

Xxxxxxx School District
July, 1986

WORKSHEET W16c

(Page 1 of 2 pages)

Name____ Date________________

ROUTE SELECTION

1. Using a Washington state map, describe the best route to take in regard to safety, convenience, and economy for the cities listed below. Point out a feasible alternate route and explain why you chose it as an alternate route. Use the following abbreviations: S.H. = state highways, U.S.H. = U.S. highways, I = interstate freeways, N. = north, S. = south, E. = east, and W. = west.
An example of how to answer the question is given in "a".

a. Pullman to Wenatchee

(1) Best route S.H. 270 W. to U.S.H. 195, U.S.H. 195 N. to Calfax, S.H. 26 W. to S.H. 17 (near Othello), S H 17 to Moses Lake, I-90 W. to junction for S.H. 281, S.H. 281 N. to Quincy, S.H. 28 W. to Wenatchee.

(2) Alternate feasible route

S.H. 270 W. to U.S.H. 195, U.S.H. 195 N. to Steptoe, S.H. 23 W. to Sprague, I-90 W. to junction for S.H. 281, S.H. 281 N. to Quincy, S.H. 28 W. to Wenatchee.

(a) Explanation

Longer distance but using the safer divided freeway more, less highway changes but longer route.

b. Spokane to Vancouver, WA

(1) Best route

(2) Alternate feasible route

(a) Explanation

c. Local high school to Aberdeen

(1) Best route

(2) Alternate feasible route

(a) Explanation

d. Local high school to Colville

(1) Best route

(2) Alternate feasible route

(a) Explanation

e. Local high school to Kelso
   (1) Best route

   (2) Alternate feasible route

      (a) Explanation

2. Using the map provided to you by the teacher, describe two feasible routes between the two addresses in each of the following. An example of how to answer the question is given "a".

a. Between ______________________________ and ______________________________
   (1)

   (2)

b. Between ______________________________ and ______________________________
   (1)

   (2)

c. Between ______________________________ and ______________________________
   (1)

   (2)

EVALUATION E16

(Page 1 of 2 pages)

Name____________________________________ Date______________

Answer the following questions in the spaces provided. The total points possible are 20. A total of 14 points is needed to pass.

1. Using a Washington state map you will be planning a trip within Washington of at least 600 miles but not longer than 800 miles from and returning to

________________________________.

- -You are not to travel over any of the same route twice.
- -You will be "gone" for 5 days but will use 3 days for traveling during that time.
- -Meals will average $15.00 per day for you and a traveling companion.
- -Lodging will average $40.00 per night.
- -The car will average 20 MPG.
- -The average cost for gas will be $1.00 per gallon.

A. Describe the route you will take using highway numbers, town/cities traveled to and miles between cities and towns. The route you choose should be considered in regard to safe, convenient, and economic considerations. (6 points)

B. (2 points) List the items for which you must plan to pay, the amount you need for each item and the total amount you should plan to cover on your trip.

EVALUATION E16
(Page 2 of 2 pages')

C. (4 points) List the planned stops you intend to make for rest, meals, lodging, etc.

D. (2 points) List 4 items that should be carried in the car at all times, and 2 items that probably should be added for a trip of this length.

E. (1 point) List 3 items that should be in the car during December that would not normally be in the car for a summer trip.

F. (1 point) List 3 items of maintenance that should be checked or done before leaving on an extended trip like this.

2. (4 points) Using the map of___________________________, describe two

appropriate routes to drive between______________________________________

and_______________________________.

Xxxxxxx School District
July, 1986

Module 17: INTERNAL FACTORS
PHYSICAL FACTORS
ALCOHOL and OTHER DRUGS

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 75% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS: INTERNAL FACTORS - attitudes, values, emotions, maturity, motivations, peer influence, personal/social needs, self-control, risk assessment, risk acceptance, driver irritations, control of or compensation for internal factors; PHYSICAL FACTORS - fatigue, disabilities, health problems, aging, vision, hearing, smoking, effects of carbon monoxide, correcting or compensating for physical impairments; ALCOHOL AND OTHER DRUGS - effects of alcohol and/or drugs on highway user performance, use and abuse of alcohol and drugs, legal drugs, illegal drugs, problems caused by alcohol and drugs in traffic safety, blood alcohol content, laws regarding drinking and driving, implied consent.

WHILE ENROLLED IN THE DRIVER EDUCATION COURSE, THE STUDENT WILL EXHIBIT DUE RESPECT FOR THE LAWS GOVERNING THE HIGHWAY TRANSPORTATION SYSTEM.

IN CLASS, THE STUDENT WILL PARTICIPATE IN ACTIVITIES IN WHICH THE STUDENT WILL IDENTIFY THEIR PERSONALITY FACTORS AND OUTSIDE FORCES WHICH ARE ASSETS AND WHICH ARE LIABILITIES; CLARIFY THEIR VALUES IN REGARD TO RISK ACCEPTANCE AS RELATED TO INTERNAL AND PHYSICAL FACTORS AND ALCOHOL AND OTHER DRUGS; SUGGEST APPROPRIATE ACTIONS FOR SITUATIONS INVOLVING ALCOHOL, DRUGS AND DRIVING; AND SUGGEST WAYS FOR CORRECTING OR COMPENSATING FOR INTERNAL AND PHYSICAL FACTORS.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. Following the directions of the teacher, read Study Sheet SS17c, complete Worksheet W17h in class, and immediately participate in a teacher-led discussion using the completed worksheet. (July, 1986) (45 mins.)
2. View 16mm trigger films, "Stop Sign" and "Homework" and participate in a group discussion on each. (30 mins.)
3. Participate in a teacher-led discussion using Worksheet W17a. (W17a must be independently assigned on a previous class day for completion by the students prior to discussion.) (10 mins.)
4. View filmstrip-cassette program, "The Decision is Yours." While viewing, participate in discussion on the questions posed in the program. (25 mins.)
5. Participate in a teacher-led discussion using the AAA transparency set, "If You Drive, What About Drinking?" (25 mins.)
6. Participate in a teacher-led discussion using Worksheet W17c. (W17c must be independently assigned on a previous class day for completion by the students prior to discussion.) (15 mins.)
7. Complete Worksheet W17e in class and immediately participate in a teacher-led discussion using the completed worksheet. (15 mins.)
8. Participate in a teacher-led discussion using Worksheet W17f. (W17f must be independently assigned on a previous class day for completion by the students prior to discussion.) (25 mins.)
9. View AAA 16 mm film or VCR, "Just Another Friday Night." (W17g should be assigned immediately following the film or tape.) (15 mins.)
10. Participate in a teacher-led discussion on Worksheet W17g. (W17g must be independently assigned on a previous class day after viewing "Just Another Friday Night" for completion by the students prior to discussion.) (15 mins.)
11. View New Day or Durrin 16 mm film, "Kevin's Story." Participate in a teacher-led discussion immediately following the film. (35 mins.)
12. View Aims 16 mm film, "Marijuana, Driving, and You." Participate in a teacher-led discussion immediately following the film. (35 mins.)
13. Participate in a teacher-led discussion using Worksheet W17d. (July, 1986) (W17d must be assigned on a previous class day for completion by the beginning of class on the day planned for discussion.) (20 mins.)

Module 17: INTERNAL FACTORS, PHYSICAL FACTORS, ALCOHOL & OTHER DRUGS

14. View Learning Corporation VCR tape, "One Too Many." (To be viewed near the end of the course, preferably the last 35 minutes of the last day.) (35 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 268-278 (Internal Factors), 254-264 (Physical Factors), 283-292 (Alcohol and Other Drugs); Drive Right for Safety and Savings, pp.254-263 (Internal Factors), 242-251 (Physical Factors), 266-277 (Alcohol and Other Drugs); Drive Right, a Responsible Approach, pp. 273-281 (Internal Factors), 262-272 (Physical Factors), 284-301 (Alcohol and Other Drugs); Tomorrow's Drivers, Eighth Edition, pp. 202-207 (Internal Factors), pp. 196-202, (Physical Factors), pp. 211-228 (Alcohol and Other Drugs); or Sportsmanlike Driving, Eighth Edition, pp. 285-287 (Internal Factors), pp. 283-285, 287-293 (Physical Factors), pp. 133-134, 270-282 (Alcohol and Other Drugs).
2. Read AAA booklet, "You...Alcohol and Driving." (Assign in conjunction with the transparency set, "If you Drink, What About Driving?")
3. Read pamphlet, "What You Should Know About the Washington State Drunk Driving Laws."
4. Read Reader's Digest reprint, "Drinking--and Dying--on America's Highways."
5. Read Reader's Digest reprint, "Everyday Drugs--Safety Rules and Danger Signals." (Must be read before the completion of W17c.)
6. Complete Worksheet W17a. (To be used as part of a classroom group discussion.)
7. Complete Worksheet W17b.
8. Complete Worksheet W17c. (To be used as part of a classroom group discussion. Use Reader's Digest reprint, "Everyday Drugs -- Safety and Danger Signals" as a resource.)
9. Complete Worksheet W17d. (To be used as part of a classroom group discussion. Use Study Sheet SS17b and your textbook as resources.)
10. Read Study Sheet SS17a and complete Worksheets W17f and W17i. (To be used as part of a classroom group discussion.)
11. Complete Worksheet W17g. (After viewing "Just Another Friday Night." To be used as part of a classroom group discussion.)
12. Complete Marshware computer program, "Alcohol, An Educational Simulation, 'The Party'".
13. Complete Michael Reberry computer program, "Limit".

EVALUATION

To pass Module 17 requires:

1. Successful completion of Evaluation E17 using Xxxxxxx School District computer generated tests.

TEACHER-LED DISCUSSIONS (Module 17)

(Page 1 of 4 pages)

TRIGGER FILMS - "STOP SIGN" AND "HOMEWORK"

Part I contains explanations and suggestions for use of the Trigger Films. Part II contains general and specific questions to use in initiating and stimulating further discussion for the selected films.

Part I: UTILIZATION OF FILMS IN THE CLASSROOM

INVOLVING THE STUDENTS

Effective utilization of the trigger films can be a rather difficult task. The major task of the teacher is to promote student discussion by asking stimulating questions. The discussion should be conducted in a manner that will help the students self discover an awareness of what responsible values, attitudes, habits, and capabilities are.

Discussion should involve the class as a whole. For this method to be effective, it is necessary that the students be actively involved. In most classroom discussions, some students will not participate verbally and some students will try to dominate the discussion. An effective teacher may avoid these problems by "forcing" the shy students to participate through questioning them and thereby discouraging the more talkative students from "taking over" the discussion.

It is recommended that students arrange themselves in a circle. The teacher should position himself between two of the students who make up the circle. This gives the discussion a more informal setting which is apt to promote more student response.

PRINCIPLES OF DISCUSSION LEADERSHIP

The trigger films are based on the concept of self-discovery. The traffic safety education teacher's assignment is to assist this process by non-directive discussion. The following outlines five main features of discussion leadership which will promote the process of self-discovery.

1. Listening and questioning. The teacher's role is not to give facts or advice. Rather, his task is to get students talking. He will do a lot of listening, and a lot of questioning. Both of these are vital, and the effective teacher will alternate between them.

Of these two functions, listening may be the harder. Some teachers cannot accept silence. At any pause they feel they must come in with another question. They should try to relax. Often an attentive silence will stimulate response. Try this: simply look steadily at a student; in a few moments, he is likely to respond.

2. Responsive interaction. This is an extension of the first principle. The teacher not only asks questions and listens; he engages in active, back-and-forth interaction with the students. One way of doing this is to:

a. Echo or repeat what a student has just said. The echo indicates that the teacher has in fact heard the student, and it will often stimulate him to say more. Sometimes the student mentions an important idea which is lost in a noisy hubbub. By repeating the idea, the teacher can focus everyone's attention to it.

Another way to respond is to ask a question that grows out of something a student has said. It's useful to distinguish between:

b. Initiating and responsive questions. An initiating question is one which opens a topic for inquiry, such as: "What was the young man in the film feeling? How did his feelings affect his driving?" A responsive question, on the other hand, occurs when a student makes a remark and the teacher draws him out. For example, in one discussion of STOP SIGN where the young man blares his horn, the following exchange occurred:

STUDENT: "You hear that horn and you freeze; it shakes you up. Whenever I use a horn, it's for a good purpose."

TEACHER: "What do you define as a good purpose?"

Responsive questions accomplish several things. They demonstrate that the teacher has really listened. They help to bring out additional details -- sometimes of a sensitive character.

The following are some general responsive questions which can be asked almost any time:

"Can you tell me more about that?"
"Can you give an example of that?"
"When is that likely to happen -- under what conditions?"
"What about the rest of you? Are your experiences similar or different?"

The last is a response to one speaker, but its purpose is to draw out the other students.

3. Non-evaluation. The teacher avoids moral judgment. Since the purpose of the trigger films is to help the students shape their own standards on the basis of their own experience, the teacher does not offer his own views unless asked. Even then he would be careful to call them his own opinions and not necessarily correct.

One implication of this principle is that the teacher asks:

a. Non-directive rather than directive questions. By this we mean that the teacher does not steer the discussion toward some conclusion he has in mind. He is not asking for "right answers." His task is to get students' views on what works best for them under a variety of conditions.

Another implication of non-evaluation is that the teacher's behavior toward the student remains:

b. Neutral but supportive. When students describe their highway behavior or their feelings the teacher remains neutral; he neither approves nor criticizes. But at the same time he is not cold or indifferent. He is warmly interested in what they are saying; he is supportive of them as individuals. This dual role is not easy.

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Principles 1-3 have mainly described the teacher's behavior, which attempts to create an atmosphere in which self-discovery can occur. Principles 4 and 5 refer to aspects of this atmosphere as exhibited in student behavior. The five principles, hence, are somewhat overlapping.

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4. Active involvement. For genuine self-discovery to occur, students should participate actively. The trigger films are entertaining, but a student can watch passively and not learn much about himself.

Involvement can be stimulated in several ways. The previous behaviors of the teacher, especially responsive interaction, are likely to arouse:

a. Teacher-to-student interaction. Another sign of active involvement is:

b. Student-to-student interaction. Often this will happen spontaneously, especially when students disagree with each other. To promote such interaction the teacher will sometimes encourage arguments.

5. Personal feelings and behavior. It is easy for students to remain impersonal. They can blame the road, the weather, or other drivers--the people in the films, their parents, Sunday drivers, "little old lady" drivers--and never mention their own driving. But the student is not thoroughly involved unless he talks about himself--his own feelings and behavior behind the wheel.

Often this will happen spontaneously; students switch from talking about what "they" do to what "I" do or feel in a situation like that. If this doesn't happen naturally, the teacher can help by asking a direct question: "Have any of you ever done anything like that? Tell us about it."

Part II: GENERAL DISCUSSION QUESTIONS

The previous section drew a distinction between "initiating" and "responsive" questions. After lively discussion gets underway the teacher will find that most of his questions can be responsive ones. But sometimes discussion is slow to start. The teacher will usually ask initiating questions to get things going.

Many of these questions will be general ones that can be asked again and again, in slightly different ways. The following lists eight of them.

1. What are your feelings in a situation like this?
2. How does your state of mind affect your driving?
3. How can you compensate by driving differently?
4. How can you prevent this situation from arising?
5. What caused this situation or close call?
6. What alternatives or options would you have?
7. How do you decide among these alternatives?
8. How could you prevent this incident from arising?

SPECIFIC QUESTIONS

The following are initiating or stimulating questions for the specific films:

STOP SIGN

1. What was each driver doing that helped to cause this close call?
2. Did the intersection contribute?
3. What do you think was going through the lady's mind before she pulled out?
4. What do you think was going through the young man's mind before the lady pulled out? Do you think this affected his behavior?
5. When the lady pulls out, what different things can the young man do? What choices does he have? What would be the result of each of those actions?
6. How do you think you would react to a close call like that? What are your feelings?
7. Would you approach that intersection differently if the person in the car is a man or a woman? Old or young?

HOMEWORK

Content

High school aged boy is outside of his home polishing a car. His father rushes from the house and screams at him about his homework. The boy builds up inner anger and finally jumps in the car, peels out of the driveway, and speeds down the street. His father is left screaming, "Where do you think you're going?"

Suggested Questions

1. Where was the boy going when he drove off? What was he going to do? Would he drive as he normally does?
2. Over what period of time do you think he will drive this way?
3. After an argument, how is driving affected? Does it affect all drivers the same?
4. Are there other ways of "cooling off" besides driving?
5. If you were driving while angry, do you think you could do anything to minimize the risks? What?
6. If the same situation involved a girl and her mother, would her reaction be the same as the boy's or different? Why?
7. Are there any other situations which might cause a similar reaction? Would they affect driving the same or differently?

Xxxxxxx School District
July, 1986

For Use with WORKSHEET W17a

The purpose of the worksheet and discussion is to enable the students to become aware that everyday attitudes carry over to and affect driving behavior. It also provides for them a chance to analyze their own risk acceptance level.

The following are suggested starter questions to ask during the teacher-led discussion using W17a which each of the students should have previously completed.

1. How did the people you rated come out? What are some totals you came up with?
2. Had you given thought before to not riding with someone whom you think has a "bad" attitude? How much are you willing to risk?
3. Do you think your response would be different under pressure of others to go with them when the driver is one you indicated you wouldn't ride with?
4. Do you think there is a relationship between the attitudes used for rating and probable driving performance as the worksheet implies? Why or why not?
5. Do you think you might try to make some changes in yourself as a result of doing this exercise? Why or why not?
6. Did you change your mind, or at least have second thoughts about riding with some of the people you rated after comparing their scores to the rating of probable performance?

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July, 1986

16MM FILM - "KEVIN'S STORY"

The following are suggested questions to be used in the teacher-led discussion following the 16mm film, "Kevin's Story".

1. Is this a realistic situation for teenagers today? Explain why.
2. How did you feel/think about the situation that Kevin was involved in?
3. What do you think about the court's sentence for Kevin? Do you think it would have been better for him to have had a jail sentence? Why or why not?
4. How could Kevin have avoided his accident?

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July, 1986

FOR USE WITH W17d - PHYSICAL FACTORS

Prepare answers to the questions on the worksheet. Sources for the information are SS17a and the textbook. Ask students what they have written. Use your answers and the information in SS17a for comparison and enhancement to what the students have.

Xxxxxxx School District
July, 1986

PERSONAL STYLES ASSESSMENT
Study Sheet SS17c and Worksheet W17h

(It is suggested that the teacher complete the exercise involving SS17c & W17h before using it with the students.)

To complete the exercise or to use it with a class of students, simply follow the directions given in the text of Study Sheet SS17c.

Be sure to keep the class together step by step and item by item in the worksheet. Be prepared to define some of the words for the students and to help them with their addition.

Xxxxxxx School District
July, 1986

STUDY SHEET SS17a
(Page 1 of 4 pages)

This study sheet is to be used in conjunction with Worksheets W17f and W17i.

Adapted from: PEOPLE DO DRINK AND DRIVE
a guide to personal decisions

American Driver and Traffic Safety Education Association
1973

PART I:

WHAT DOES ALCOHOL DO TO A PERSON?

Alcohol is a drug which depresses the central nervous system. As a depressant, alcohol acts like an anesthetic, slowing the activity of the brain and the spinal cord. The drinker experiences the depressant action of the alcohol in reduced tension and lowering of his inhibitions. These feelings can frequently be observed in the drinker as he becomes more active, talkative, and loud and as he begins to do and say things that are not a part of his normal behavior pattern. Even though these feelings come from the slowing down effects (depressant) of the alcohol, they are referred to as "getting high." If enough alcohol is consumed, drowsiness, and eventually, sleep will result.

Since eating before and while drinking slows down the effect of alcohol on the body, what would you suggest for the person who plans to drink or serve alcohol?

Unlike most food, alcohol does not have to be digested. Once it is swallowed, alcohol is absorbed directly into the blood stream through the walls of the stomach and small intestine. This absorption process may be slowed, however, if there is food in the stomach.

As the amount of alcohol in the blood increases, several things happen to the body: vision becomes impaired, depth perception becomes distorted, and the pupils of the eyes react more slowly to variations in light. Also, coordination deteriorates, the ability to solve problems is reduced, and the ability to recall past events or learned knowledge is diminished. The mind simply can't manage to put it all together, and, as a result, the person may exhibit poor judgment.

How would you respond to the people who suggest cold showers, coffee, or exercise as a means of getting rid of the effects of alcohol?

Fortunately, the effects of alcohol are temporary for the moderate drinker. Very small quantities of alcohol are eliminated through sweat, breath, and urine. The body disposes of most alcohol, however, through oxidation (burning) in the liver. The oxidation takes place at a constant rate and nothing can be done to slow down or accelerate the process. It continues until all of the alcohol has been burned, in other words only time will "sober him up."

HOW MUCH IS TOO MUCH?

The attitude of those who do not drink might be that any amount of alcohol is too much. For those who do drink, a definition of too much alcohol varies from one person or group to the next, and from one drinking occasion to the next.

Most people who drink, drink responsibly. They usually have just one or two drinks and they drink slowly enough to avoid the adverse effects of alcohol. In other words, they are "in control" at all times.

All fifty states, in order to help enforce their laws against driving while under the influence of alcohol, have legal definitions of what is too much alcohol. These definitions, however, are not exactly the same from state to state.

Most states base their definitions on a person's blood-alcohol concentration (BAC), which may also be referred to as blood-alcohol level (BAL). The BAC is a measure of the amount of alcohol in a person's blood. It can be determined by testing a person's blood, breath, urine, or saliva. Testing the breath is the quickest, least complicated, and most frequently used test to determine BAC.

The National Highway Traffic Safety Administration has recommended that, for driving, every state adopt a BAC of .10 percent as the level of intoxication. The blood of an individual with a .10 percent BAC is 1/10 of 1 percent alcohol. This may not sound like very much alcohol until you consider the fact that some people pass out before they reach that level. A BAC of .50 percent or 1/2 of 1 percent alcohol in the blood may be lethal. It could depress the body functions to the point at which they stop and the person would die.

Most states have adopted the recommended .10 percent BAC, or lower, as their level for determining intoxication. The others - Maryland, Mississippi, New Jersey, Wisconsin and Wyoming - have extablished their level of intoxication at .15 percent BAC.

What are your state's laws regarding drinking and driving, and what is the BAC level for determining intoxication?

Three factors influence a person's BAC: (1) the amount of alcohol consumed; (2) the period of time over which the alcohol was consumed; and (3) the person's body weight. As a general rule, each drink (one ounce of "hard liquor", one 12-ounce bottle of beer, or one 4-ounce glass of wine) will raise the BAC of an average-weight person (160 lb.) by .02 percent. For lighter persons, the BAC will increase more per drink; for heavier persons, the BAC will increase less per drink. Thus, the 100 pound cheerleader would have difficulty "keeping up" with a 220 pound left tackle. This can be demonstrated by taking a pint jar and a quart jar of water and pouring an ounce of some colored substance into each. The concentration will obviously be much stronger in the smaller jar. This is the same principle involved in the use of alcoholic beverages. If the cheerleader and the tackle each take three beers, it will be concentrated much more heavily in the cheerleader.

The period of time over which alcohol is consumed is an important influence on the BAC since alcohol is oxidized at a rate of approximately .02 percent BAC per hour. In other words, the body gets rid of about one drink per hour. A general formula for determining the BAC of a person would be to multiply the number of drinks minus the number of hours by .02. Thus, BAC = (number of drinks - number of hours) (.02).

For example, consider the case of a young man who has had three drinks in one hour. Using the formula above, his BAC would be (3 drinks - 1 hour) (.02) = (2) (.02) = .04 percent BAC.

	Amount Beverage	Percentage/ Alcohol	Amount/ Alcohol
Beer	12 ounces	5%	.6 ounces
Wine	5 ounces	12%	.6 ounces
Whiskey	1.5 ounces	40%	.6 ounces

At this point complete Worksheet W17f.

PART II:

WHAT YOU ARE DRINKING!

There are many kinds of alcohol but only one, ethyl alcohol, can be used by humans. Other alcohols, when taken internally, can make one violently ill or even permanently blind.

The alcoholic content of beverages varies widely, and is often stated in terms of proof. Pure alcohol would be 100 percent alcohol, or 200 proof. A 100 proof liquor would have 50 percent alcohol. Thus, the proof value of an alcoholic beverage is obtained by doubling the percentage of alcohol in the beverage.

Most whiskies state their alcoholic content in terms of proof. For example, 86 proof is 43 percent alcohol. The alcoholic content of beer is expressed as a percentage - generally 6 percent (or 12 proof). For wine, the alcoholic content is generally stated in percent, which is usually 12 percent (24 proof). You might want to check various bottles of alcoholic beverages to determine the proof and percent of alcohol they contain.

In their early drinking experiences, young people frequently select beer or one of the modern, popular wines. From the standpoint of alcoholic content, some interesting comparisons might be made. For example, how does a serving of beer or of wine compare with a shot of whiskey?

It is also important to keep in mind that not all drinks have equal amounts of alcohol. The alcoholic content of any one drink depends upon both the type and amount of liquor it contains. Some drinks, such as manhattans, and martinis, contain three ounces of liquor. Some mixed drinks contain only one ounce of liquor. Whether a drink is strong or weak depends on the amount of alcohol in it.

Check a drink recipe book to determine the amount of alcohol in a martini, manhattan, old-fashioned, daiquiri, and highball as well as other drinks you have heard about.

WHAT IS ABUSIVE USE OF ALCOHOL?

There are two general classes of abusive users of alcohol. First is the person who abuses alcohol on occasion. This is the person who gets intoxicated (loses control of himself) once in a while, but who generally drinks responsibly. The second class of abusive drinkers includes those who are unable to control their drinking. They can't help drinking - even against their better judgment. These persons have symptoms of the disease called alcoholism.

The consequences of abusive use of alcohol - whether by an alcoholic or by an occasionally abusive drinker - can be disastrous. Over half of all traffic deaths occur in crashes in which a drinking driver is involved, reports the National Highway Traffic Safety Administration. Less often commented on are the tragic effects that abusive drinking can have on the drinker's health, ability to perform on the job, and personal relationships.

For the individual who occasionally drinks too much, avoiding abusive use of alcohol will demand a greater awareness of himself and the effects of alcohol. It will mean developing awareness of his emotional feelings, and finding ways to cope with problems. It will mean thinking about the drinking he is doing, keeping himself well informed, and using previous experience with drinking to help him understand how much is too much.

For the alcoholic, there seems to be only one answer to his drinking problem - total abstention. This is more difficult to achieve than it may sound, for the alcoholic has become dependent upon alcohol. It is a way of life for him. The alcoholic needs help and understanding from others, and even more importantly, the confidence that he can arrest his illness. Alcoholics Anonymous (A.A.) is an international organization of recovering alcoholics who endeavor to help other alcoholics. Another organization, Alateen, is made up of young people who seek help with family problems that arise when alcoholism affects a parent.

WHAT WILL YOU DO?

If you are like most people, you want to do your own thing. In fact, you do your own thing! Oh, you may be persuaded - but only if you let yourself be persuaded, right? Sometimes that's good; other times it's not so good. In any case, you will have to make decisions and your decisions will make a difference.

At this point complete Worksheet W17i.

STUDY SHEET SS17a
(Page 4 of 4 pages)

CONCLUSION:

IF, through your thoughts and discussions, you've come to recognize the complexity of the alcohol/driving problem.
IF you see that it's sometimes hard to decide on a simple yes, no position
IF you recognize that what you do influences others - and vice versa
IF you recognize legal, moral, personal, and social implications regarding drinking and driving
IF you understand the physiological and psychological aspects of alcohol consumption
IF you are prepared to exercise your judgment with due regard to the foregoing

THEN, you can feel secure that you are better prepared to make decisions regarding alcohol and driving than are most citizens. Armed with this background, you may wish to help others to prepare themselves to make more realistic judgments.

Xxxxxxx School District
July, 1986

STUDY SHEET SS17b

(One page only)

PHYSICAL FACTORS AND RESTRICTIONS

There are many things that effect persons when they are driving. One of these areas is a person's physical condition. To be a safe and responsible driver all people need to be aware of how these physical conditions affect their driving performance.

In the licensing process the Department of Licensing has a very definite procedure.

If a driver has a physical condition that may affect their driving, the Department of Licensing will test that individual. This will be in the form of a driving evaluation. From this evaluation the examiner will determine the person's driving restrictions, if any.

Listed below are examples of the major physical conditions and what restrictions might be applied.

IMPAIRMENT	POSSIBLE RESTRICTION
poor acuity	corrective lenses
blind in one eye	outside mirrors
progressive eye disease	medical cycle for vision
night vision	daylight driving only
hearing problem	outside mirrors
neck problems (can't turn head)	outside mirrors
back problems	outside mirrors
arms (can't raise)	auto. trans. power steer.
loss of arm	power steer., auto trans., artificial arm, steer knob
paralysis	auto. trans., power steer., steering knob
knee or leg problem (paralysis, artificial, cast, arthritis, etc.)	all hand controls auto. trans., power brakes, hand operated dimmer, hand operated gas
elderly	health check, conditional roads
diseases (heart, epilepsy, diabetes)	Medical cycle (certain time checks, such as every year)

Xxxxxxx School District
July, 1986

STUDY SHEET SS17c

(Page 1 of 3 pages)

PERSONAL STYLES ASSESSMENT

Directions: Together with your teacher please read and follow the directions in this study sheet for completing W17h and participating in a classroom group discussion. You will be completing this exercise step by step with the teacher and all the members of your class.

The purpose of this activity is to enable you to discover things about yourself that could show you how to respond to others in traffic so that you can be the best traffic "citizen" and driver you can be.

At this time take out W17h, Personal Styles Assessment.

Note that the total value you should have in the three boxes for each number should equal 10. You need to distribute that 10 proportionately to each of the three boxes as to how you might respond in 10 situations like those asked. Note that the example has 3, 2, and 5 (total 10). You can have any combination of numbers, as long as they equal ten (e.g., 10-0-0, 0-2-8, 4-3-3, etc.) Once you have completed filling in the boxes for each number, add up the sub-totals on page 1 for each column, and the total of the sub-totals of the 3 columns in the box to the right at the bottom of the page. Since each question should have a total of 10 points and you would have answered 12 questions to this point, the total should be 120. Transfer the sub-totals of each column to the top of page 2 and then add up the totals for each column on page 2, including the sub-total, and the total of the totals of each column. As noted on the worksheet, this total should equal 250.

At this point complete W17h. Stay with the teacher as he/she takes you through each item one by one so that you can ask for clarification of terms if necessary and the entire class will finish together.

Only after completing the worksheet should you read further.

Column 1 contains traits of a personality that could be called friendly, helpful person; Column 2, strong, achieving person; and Column 3, logical, thinking person.

Whichever column totals the highest identifies the personal style you tend to exhibit most. If your totals tend to be about the same, it would indicate you have characteristics of each style.

Through this Personal Styles Assessment, therefore, you can catch a glimpse of some of your traits and characteristics. As we all better see how different we really are it becomes clearer why we sometimes clash. We need knowledge and decision in order to get along better with others in our world.

This assessment is not meant to categorize you as a one dimensional person, but rather to show that your traits and behavior styles exist in proportion. Use the points it contains as references for discussion and understanding and a means to improving your relationship with others.

The assessment does not suggest that one style shown is better than the other two. All are behavior patterns of interaction, learned early, and all are positive, indicating as they do where individual strengths and differences exist.

Finally, it does not imply that a high rating in one style points to a weakness in the others. Just keep the word "proportion" in mind, and please, don't misread a difference in personality style in others as a lack - it is merely different from yours.

Now that you've completed the assessment, what do you do with it? Beyond personal knowledge, it can be a step towards seeing why you and others sometimes disagree or respond the way you do. You may be able to understand why you or other drivers react the way you or they do in traffic. You may be able to understand that strong, achieving persons may tend to be over aggressive and take too many risks; that friendly, helpful and logical, thinking persons may tend to be over cautious in traffic and cause congestion that can frustrate other drivers. It can help you if, for example, you are basically a strong, achieving person and find yourself frustrated by slow traffic. You can realize that you need to learn to be more patient and considerate and while you are learning to drive, you might understand your feelings a little more. If you are basically a friendly, helpful person, you could realize that some difficulty in learning to apply driving skills comes from lack of confidence in ability to take charge or make quick decisions. Or if you are basically a logical, thinking person, you could realize that some difficulty in applying driving skills comes from never wanting to make a mistake and therefore, hesitate to ask for help, fearing it might be a sign of inability to reason out everything by yourself.

For a more detailed look at the characteristics of each of these personal styles and what you might need to learn or try to incorporate into your style, see page 3.

STUDY SHEET SS17c
(Page 3 of 3 pages)

	OVERALL QUALITIES AND CHARACTERISTICS	YOU ARE COMFORTABLE	WHEN IT COMES TO ACTION YOU:	SOME OF YOUR CORE STRENGTHS ARE:	YOU DON'T EVER WANT TO BE SEEN AS:
1. FRIENDLY, HELPFUL PERSON	Modest Supportive Optimistic Loyal Other-centered Encouraging	Doing favors Complimenting others Making people feel comfortable Expressing warmth	Follow others Work hard Get things done for others	Adaptability Flexibility Trusting Willingness to serve Tirelessness Quiet compassion	Weak Submissive Dumb Selfish Proud Afraid Over emotional
2. STRONG, ACHIEVING PERSON	Confident Ambitious Competitive Authoritative Straightforward Forceful	Directing things Accomplishing something Praise and compliments Assuming leadership	Take the lead Have boundless energy Get things done through others	Self-confidence Ability to inspire Passion Leadership ability Capacity to produce Persuasiveness	Ruthless Insincere Inadequate Harsh Dictatorial Irresponsible Incapable
3. LOGICAL, THINKING PERSON	Analytic Fair Intelligent Insightful Independent Methodical	Managing things Providing resources & ideas Contributing your talents and time Putting things in perspective	Work best independently of others Produce exactly what is expected of you Do only what you know you're capable of	Thoroughness Methodical Well balanced viewpoints Integrated Foresight Vision	Foolish Confused Stupid Rigid Unfeeling Dependent Manipulative

	IN GROUPS YOU:	YOU ADMIRE AND ARE DRAWN TO PEOPLE WHO:	YOU OBSERVE SITUATIONS AND PEOPLE TO SEE:	YOU'RE TURNED OFF BY:	YOUR MOST COMMON FEARS ARE:
1. FRIENDLY, HELPFUL PERSON	Harmonize Reduce tension Compromise Create an atmosphere of warmth	Promote good will Promote harmony Reconcile differences	Who is helping others Who is hurting others Who is nice and friendly Who is harsh or cold	Harshness Anger Aggression Hostility Tense situations	Loneliness Loss of affection Open conflict Being put on the spot
2. STRONG, ACHIEVING PERSON	Initiate Direct Press for results Dominate	Get involved Challenge & create Don't give up	Who is winning Who is losing Who is strong Who is weak	Pity Irresponsibility Weakness Indifference Betrayal	Loss of power Helplessness Becoming a softy Dependency on others
3. LOGICAL, THINKING PERSON	Gather information Clarify ideas Systematize procedures Evaluate proposals	Are informed Have good judgment Think before they speak	Who is intelligent Who is uninformed Who is correct Who is mistaken	Over-emotionalism Unstructured situations Prying into personal things Dumb ideas	Loss of clarity & direction Becoming obligated Being over-come by feelings Loss of control

	YOUR DRIVING FORCE IS:	UNDER STRESS YOU TEND TO:	YOU FEEL SUPPORTED AND REINFORCED BY:	YOU NEED TO LEARN:
1. FRIENDLY HELPFUL PERSON	The welfare of others	Pretend it doesn't exist Make excuses Withdraw	Being affirmed Being treated kindly Being thanked Being noticed	To present yourself more fully to others To express your needs to those who love you To believe what others tell you about your strengths & goodness To offer opinions & ideas more freely & more often
2. STRONG ACHIEVING PERSON	Having power and control	Hope it goes away Blame others Face it head on	Being listened to Being challenged Being seen as right Being praised	To be more patient and considerate Not to place your expectations on others To be less critical of self and others To express your support to others
3. LOGICAL, THINKING PERSON	Being accurate and wise	Analyze where it came from Deny causing it Refuse to deal with it	Being respected Being treated fairly Being seen as important Being seen as smart	To be more in touch with and express your feelings To accept closeness & intimacy To loosen up to help others be more comfortable with you To accept tender and tough emotions in yourself and others

WORKSHEET W17a

(Page 1 of 2 pages)

Name________________________________ Date________________

ATTITUDES ASSESSMENT CHART

You will rate five persons, using the scale found at the bottom of this page. You select the persons you wish to rate. They can be friends, adult or student, etc. If you wish, you can make one of them yourself. You should know who each person is but probably would not identify them to anyone else.

Read the list of attitudes carefully. Then, rate each person as to his/her attitudes. Place a number from the rating scale (rating scale found at the bottom of this sheet) to the right of each attitude, under each person's lettered column.

Then complete N, P, and Q in the last three rows. Only after completing the entire front of this chart, turn to the back and transfer the scores from rows N and P to the spaces provided. For best results, do not look at the back until you have completely finished the front.

ATTITUDES	PERSONS				
	A	B	C	D	E
1. TAKES CHANCES					
2. OBEYS LAWS					
3. IS UPSET EASILY					
4. IS CONSIDERATE OF OTHERS					
5. SHOWS DISREGARD FOR OTHERS					
6. IS ALWAYS DEPENDABLE					
7. MAKES POOR DECISIONS					
8. RECOGNIZES DANGEROUS SITUATIONS					
9. SHOWS DISREGARD FOR EQUIPMENT					
10. MAKES GOOD DECISIONS					
11. BLAMES OTHERS					
12. TAKES CARE OF EQUIPMENT					
13. SHOWS OFF					
14. SHOWS PATIENCE					
N. In these spaces add your ratings for each person for the odd numbers.					
P. In these spaces add your ratings for each person for the even numbers.					
Q. WOULD YOU RIDE WITH THIS PERSON? ANSWER YES or NO.					

RATING SCALE: 5 - All the time 4 - Most of the time 3 - Occasionally
2 - Very seldom 1 - Not at all

WORKSHEET W17a
(Page 2 of 2 pages)

ATTITUDES ASSESSMENT CHART

(for use by student after persons are evaluated
on the front side of this page)

RATING OF PROBABLE DRIVING PERFORMANCE

Negative Attitude Points (N) (7 statements)		Positive Attitude Points (P) (7 statements)
29 and above -	should not be on road	- 7 to 14
22 to 28 -	needs definite changing (very dangerous driver)	- 15 to 28
15 to 21 -	needs improvement (average)	- 22 to 28
7 to 14 -	very good attitude	- 29 and above

Score Person A

_______ N (Negative) _______ P (Positive)

Score Person B

_______ N (Negative) _______ P (Positive)

Score Person C

_______ N (Negative) _______ P (Positive)

Score Person D

_______ N (Negative) _______ P (Positive)

Score Person E

_______ N (Negative) _______ P (Positive)

If your scores for any person places them more than one category apart, you need to check your addition or your "honesty" in assessing that person's attitudes.

Compare the scores of the persons you rated to the above rating of probable driving performance and then check again your answer for Q on the front.

Xxxxxxx School District
July, 1986

WORKSHEET W17b
(Page 1 of 2 pages)

Name______________________________ Date________________

DRIVER ATTITUDE CHECK LIST

Directions: Read each question carefully and check the box which best describes your attitudes. Answer honestly. It will help you learn about yourself and what kind of driver you may become. In some instances you may have to consider the question as will you do it rather than do you do it.

DO YOU OR WILL YOU:

	Frequent	Occasional	Rare	Never
1. Clean your windshield when it is dirty?	( )	( )	( )	( )
2. Signal when pulling away from a curb?	( )	( )	( )	( )
3. Wonder how other drivers got their license?	( )	( )	( )	( )
4. Accelerate gradually when pulling away from a green light?	( )	( )	( )	( )
5. Remain calm in most traffic situations?	( )	( )	( )	( )
6. Allow a space for new traffic entering your lane?	( )	( )	( )	( )
7. Park legally at all times?	( )	( )	( )	( )
8. Periodically inspect your vehicle?	( )	( )	( )	( )
9. Feel satisfied when you see a traffic officer performing one of his jobs - ticketing violators?	( )	( )	( )	( )
10. Abstain from drinking when driving?	( )	( )	( )	( )
11. Allow pedestrians to cross the street?	( )	( )	( )	( )
12. Come to a "complete stop" at all traffic signs and signals when required to do so?	( )	( )	( )	( )
13. Remain calm when other drivers honk at you?	( )	( )	( )	( )
14. Give adequate warning before backing?	( )	( )	( )	( )
15. Put on chains when the conditions require it?	( )	( )	( )	( )
16. Dim your headlights when meeting oncoming traffic?	( )	( )	( )	( )
17. Remain on low beam even though the other driver does not dim his lights?	( )	( )	( )	( )
18. On rural roads, with adequate shoulders, pull off the road entirely to park?	( )	( )	( )	( )
19. Treat slow pedestrians or drivers with consideration since they may have a physical handicap?	( )	( )	( )	( )

WORKSHEET W17b
(Page 2 of 2 pages)

	Frequent	Occasional	Rare	Never
20. Control your emotions when confronted with annoying situations?	( )	( )	( )	( )
21. Stop when traffic light turns amber and you are close enough to almost get through before it turns red?	( )	( )	( )	( )
22. Use turn signals even when other drivers are not around?	( )	( )	( )	( )
23. Anticipate the actions of others?	( )	( )	( )	( )
24. Feel that you are a good driver and pedestrian?	( )	( )	( )	( )
25. Think the other drivers consider you a better than average driver?	( )	( )	( )	( )
Total the number of check marks in each column.	____	____	____	____
Multiply the # of checks in each column by the following:	x4	x3	x2	x1
	____	____	____	____

Add the totals from all the columns: __________

Once you have this total score, use the table below to interpret your score. To get full benefit from this exercise, it is better not to look at the table before completing the above.

* * *

80 - 100	Almost honor roll. (Are you telling the truth?)
65 - 79	Just getting by - average.
40 - 64	Watch your step - your attitude needs improvement.
25 - 39	Your attitude is poor.

WORKSHEET W17c

(One page only)

Name______________________________ Date________________

EFFECTS OF DRUGS

Directions: Put a check after each drug in this list in the column which most accurately describes the effects of that drug on driving competence. (Before working on this worksheet, read Reader's Digest reprint, "Everyday Drugs--Safety Rules and Danger Signals.")

	EFFECTS			
	GOOD	NONE	SOME BAD	EXTREMELY BAD
Caffeine (coffee, tea, coke)				
Nicotine (cigarettes)				
Diet Pills				
Cough Medicine				
Aspirin				
Cold Tablets				
Alka-Seltzer				
Sleeping Pills				
Pain Pills				
Vitamins				
Allergy Pills				
Benzedrine (strong stimulant)				
Marijuana				
No-Doz Tablets				
Tranquilizers				
Antacids (Di-Gel)				
Cocaine (narcotics)				
Mouthwash (Scope)				

List four of the factors which will vary the amount of effect of drugs on the human body and therefore on driving competence.

1. ____
2. ____
3. ____
4. ____

This worksheet when completed will be used in a teacher-led class discussion.

Xxxxxxx School District
July, 1986

WORKSHEET W17d

(Page 1 of 2 pages)

Name________________________________ Date________________

PHYSICAL FACTORS

Fill in the information requested on this chart. Study Sheet SS17b should be used as a resource.

1.

PHYSICAL IMPAIRMENT	HOW IT AFFECTS DRIVING	WAYS TO COMPENSATE	POSSIBLE LICENSE RESTRICTIONS
Poor vision - acuity			
Poor depth perception			
Poor night vision			
Defects in color vision			
Hearing problems			
Arm disability (can't be raised; amputated; paralysis)			
Neck or back injury			
Knee, leg, feet or hip injury			

2. How do the following diseases or conditions effect driving performance and how would you compensate for each?

   a. Heart disease:

   b. Diabetes:

   c. Old age:

   d. Epilepsy:

   e. Continual medication:

3. What can a driver do to avoid driving problems if drowsy at the wheel (list three alternatives)?

   a.

   b.

   c.

4. What is "carbon monoxide?" How might this affect a person's driving? List three ways.

   a.

   b.

   c.

WORKSHEET W17e
(Pagew 1 of 2 pages)

Name______________________________________ Date__________________

RATING ATTITUDES ABOUT DRINKING AND DRIVING

What would you do in the following situations? (Put an X in the space to indicate which option you select in each situation.)

You see a man who has had too much to drink getting into his car to drive off.
1. ____ If the man were having trouble opening the car door, you would help him.
2. ____ You would smile or laugh as he staggers, but you would keep walking.
3. ____ You would shake your head in disgust but mind your own business.
4. ____ You would approach the man and try to persuade him not to drive.

Your friend, who doesn't want to drink because he'll be driving, is being pressured by others to have a drink.

1. ____ You would also suggest to your friend he ought to have at least one drink to be sociable.
2. ____ You would join the laughter but say nothing.
3. ____ You would walk away from the group.
4. ____ You would tell the others to lay off.

You are invited to a party where your friends will be drinking, but, since you'll be driving, you don't want to drink.

1. ____ You accept the beer your friend gives you and drink it.
2. ____ You accept the beer and only pretend to drink it.
3. ____ You accept the beer but neither drink it nor pretend to.
4. ____ You refuse the beer and suggest a coke.

You have been drinking a lot and you have the family car.

1. ____ You would offer to drive your friends home.
2. ____ You would drive only yourself home.
3. ____ You would accept another's offer to drive you home.
4. ____ You would ask someone else to drive you home.

You are with your parents, who have been drinking heavily, and now it's time to drive home.

1. ____ You would suggest that they drink up and drive you home.
2. ____ You would laugh with them and start putting your coat on.
3. ____ You would show disgust but say nothing.
4. ____ You would suggest that neither your mom nor your dad drive.

Your friend, who has driven you to a party, is about to have one last drink "for the road."

1. ____ You pour yourself "one for the road" and drink with him.
2. ____ You wait until he finishes his drink, but you say nothing.
3. ____ You would prefer that he not drink, but you say nothing.
4. ____ You would ask him not to have the drink.

Turn the worksheet over only after honestly completing the above and only after the teacher tells you to.

WORKSHEET W17e
(Page 2 of 2 pages)

WHAT MIGHT YOUR RESPONSES MEAN?

Determine which option (#1, #2, #3, #4) you chose most often. Use the guidelines below to interpret your responses.

Responded 3 or more times to #1

You appear to actively approve of drinking and driving and also of influencing people in that direction.

Responded 3 or more times to #2

You appear to passively support drinking and driving and influencing people to drink more than they want. You do not, however, get actively involved in these decisions you approve of.

Responded 3 or more times to #3

You appear to disapprove of drinking and driving, but to approve of people making their own decisions. You do not get actively involved in carrying out your feelings.

Responded 3 or more times to #4

You appear to actively disapprove of drinking and driving, but to approve of people making their own decisions about drinking. You are willing to take action based on these feelings.

Situations like those explored here are just a few of those in which each of us may be involved. Your decisions in these drinking situations make a difference to others as well as to yourself. Most people will drink some alcoholic beverages in their lifetimes, and even those who choose not to drink will be faced with alcohol-related decisions. We ought to have some dependable information to help us make these decisions.

If you did not have at least 3 responses of the same number to the six situations, you have not yet made a decision about your feelings on drinking, driving, and influencing others. You are ambivalent! Now don't get upset. You just need more information or more time to think these things through. You will get a chance to do that with SS17a and W17f.

WORKSHEET W17f

(One page only)

Name________________________ Date______________

FACTS ABOUT ALCOHOL

Directions: Do this worksheet only after you have read PART I of SS17a.

1. What would be the approximate BAC for an average weight person who has had two drinks in one hour? _____% BAC

2. What would be the approximate BAC for a person who has had two drinks in two hours? _____% BAC

3. If a person wanted to maintain a BAC close to .00-and thus, avoid the impairment effects of alcohol-about how many drinks could he safely consume in a three-hour period _____number of drinks

There is more to determining the effects of alcohol (impairment) on a person than just determining the amount of alcohol he has consumed. Consider the following and determine which person might be more impaired after drinking. An example of how to answer the questions is given in #4.

4.(a) The person who drinks nearly every day, and who has just had three beers, or
[✓ (b)] The young beginning drinker who has had only one or two beers in his lifetime, who has just had three beers. (Circle one, "a" or "b").
What reasons can you give to support your response? The first few times anyone drinks, especially if it is a young person, alcohol has a greater effect. Over a period of time of "regular" drinking, our bodies can build up a tolerance to alcohol, thereby taking more drinks to affect them than "novice" drinkers.

5.(a) The girl who has had plenty of rest and has just had two cocktails, or
(b) The young girl who has only had six hours of sleep in two days, followed by two cocktails. (Circle one, "a" or "b").
What reasons can you give to support your response?

6.(a) The guy who is depressed after having just lost his girlfriend and who drinks four beers, or
(b) His friend who feels great, and then drinks four beers. (Circle one, "a" or "b"). What reasons can you give to support your response?

7.(a) The girl who has just taken two cold pills and then drinks one beer, or (b) The girl who feels great and has one beer. (Circle one, "a" or "b").
What reasons can you give to support your response?

8.(a) The person who wants to get "high" or
(b) The person who doesn't want to get "high" after drinking the same amount of alcoholic beverage. (Circle one, "a" or "b").
What reasons can you give to support your response?

At this point read Part II of Study Sheet SS17a

WORKSHEET W17g

(One page only)

Name____________________________________ Date________________

"JUST ANOTHER FRIDAY NIGHT"

Directions: After viewing the film, "Just Another Friday Night," answer the following question and be prepared to discuss your answers in class.

1. At the end of the film, Just Another Friday Night, the judge asked Johnny the question, "How would you sentence yourself, Johnny?" Johnny did not answer.

A. If you were Johnny, how would you have answered the question asked by the judge? What sentence would you give Johnny? Why?

B. If you were the judge in this situation, what sentence would you have given Johnny? Why?

Xxxxxxx School District
July, 1986

WORKSHEET W17h

(Page 1 of 2 pages).

PERSONAL STYLES ASSESSMENT

0.) For breakfast, I most like . . .

3 bacon and eggs.
2 waffles.
5 cereal

1.) The personal qualities I'm most aware of in myself are . . .

☐ gentleness and warmth.
☐ strength and capability.
☐ consistency and logic.

2.) Sometimes I'm afraid others see me as . . .

☐ weak or wishy-washy.
☐ dictatorial or pushy.
☐ cold or indifferent.

3.) When someone expresses tender emotions to me I quite often . . .

☐ accept it and delight in it.
☐ feel awkward and anxious to get it over with.
☐ am unsure of how to respond and wish it was over.

4.) When someone criticizes me it's likely that I'll . . .

☐ not want to deal with it and try to calm them down.
☐ defend myself and tell them they have no right to do so.
☐ try to analyze what they are saying.

5.) When I'm among new people I generally . . .

☐ am polite but wait for them to make the first move.
☐ am outgoing and take the first steps to become acquainted.
☐ wait for a suitable time to introduce myself or be introduced.

6.) I'm most uneasy when I think people are judging me to be . . .

☐ harsh or uncaring.
☐ a phony or a show off.
☐ distant or standoffish.

7.) When I'm really at odds with someone I'm likely to . . .

☐ avoid talking about the issue that separates us.
☐ speak my mind and tell them exactly where I stand.
☐ stand back and try to figure the thing out.

8.) When people compliment me I tend to . . .

☐ be embarrassed and hope the moment passes quickly.
☐ accept the compliment in a light, joking way.
☐ figure out whether I deserve the compliment.

9.) When someone is angry with me, or becomes aggressive, I . . .

☐ cringe inside because I hate turmoil or upset.
☐ am willing to react to them and see it through.
☐ try not to overreact or get caught up in their anger.

10.) When I'm really down on myself I see myself as . . .

☐ not very smart, with very little to offer.
☐ inadequate and incapable of doing what's needed.
☐ disorganized, confused and out of control.

11.) When some issue comes between me and others I . . .

☐ would rather forget it and get back to liking one another.
☐ get set in my ways and don't think it's good to back down.
☐ reconsider the facts and try to figure out who is right.

12.) I am attracted to people who . . .

☐ are easy to get along with.
☐ stand on their own two feet.
☐ take time to think things through.

☐ SUBTOTAL + ☐ SUBTOTAL + ☐ SUBTOTAL = ☐

(Should equal 120)

WORKSHEET W17h
(Page 2 of 2 pages)

☐ Subtotal from previous page ☐ Subtotal from previous page ☐ Subtotal from previous page

13.) When I have to talk about something that makes me uncomfortable I'm apt to . . .

☐ avoid the conversation, or end it quickly. ☐ defend myself or look for someone to blame. ☐ proceed only if careful study and realistic talk is assured.

14.) In an important conversation I tend to . . .

☐ do more listening than talking. ☐ do more talking than listening. ☐ listen and talk until there is clarification and understanding.

15.) I usually settle arguments by . . .

☐ giving in and letting others have their way. ☐ dominating others until my viewpoint is accepted. ☐ using order and analysis to reveal the correct viewpoint.

16.) The thing I fear losing most is . . .

☐ respect and admiration. ☐ power and inffluence. ☐ self-control and independence.

17.) One of my weak points is my . . .

☐ unwillingness to take a stand on things I believe. ☐ temper and headstrongness. ☐ lack of spontaneity and unwillingness to risk.

18.) I feel best about myself when I'm . . .

☐ helping people feel good about themselves. ☐ leading people and causing things to happen. ☐ helping people work things out.

19.) I would describe myself as . . .

☐ quietly involved, working in the background. ☐ dynamically involved, working in the forefront. ☐ rationally involved, evaluating the work to be done.

20.) I get people to cooperate by . . .

☐ creating an atmosphere of harmony and good will with them. ☐ persuasion and a willingness to direct them. ☐ showing them the logical steps and conclusions of my plans.

21.) When I face more stress than I can handle I generally . . .

☐ get really down and depressed. ☐ get things under control and decide just how I'll cope. ☐ withdraw and find something else to spend my energy on.

22.) When others expect a lot of me I . . .

☐ get a bit fearful that I won't be able to handle it. ☐ like the challenge and work hard at meeting it. ☐ do my best, accomplish what I can and ignore the impossible.

23.) When others want to help me I . . .

☐ accept the help graciously and truly appreciate it. ☐ know I'd be more comfortable helping them. ☐ prefer being self-sufficient and un-obligated.

24.) I make a lot of my decisions . . .

☐ by trusting my intuition. ☐ by my gut reaction at the time. ☐ by careful analysis and consideration.

25.) I'm probably best known for . . .

☐ my personal regard for others. ☐ my strength of purpose. ☐ my ability to put things in perspective.

---

1. ☐ Total + 2. ☐ Total + 3. ☐ Total = ☐ (Should equal 250)

Once you have copleted this worksheet, read the rest of Study Sheet SS17c.

Xxxxxxx hool District
July, 1986

WORKSHEET W17i
(Page 1 of 2 pages)

Name___________________________________ Date___________________

ALCOHOL - TAKING ACTION

Directions: Do this worksheet only after you have read Part II of SS17a.

SITUATION I: Minding Your Own Business vs. Helping Those in Need

Some say that people are basically selfish, that if you don't watch out for yourself, no one else will. The key to success, they say, is to "mind your own business."

Others say that people need to stick together and help one another, that we should "help those in need".

Write out what you would do in each of the following situations?

* You are at a party where someone is very drunk and sick.

* You are with some friends. One of them has had too much to drink to drive safely, but he is planning to drive home anyway.

* You are with a group of persons with whom you would like to be friends. Two of the boys try to persuade another to take some liquor from his parents' cabinet supply.

* One of your friends seems to be drinking more and more. Every time you see him he has had something to drink.

* Some of your friends suggest "spiking" the cokes of the non-drinkers at a party.

SITUATION II: Peer Pressure

Tom is at a party where some of his friends are drinking alcoholic beverages. He doesn't care to so he opens a coke. They coax him to have just one drink. He refuses, saying, "I just don't want to drink. I don't have anything against it -- I just don't want to".

The other fellows continue to nag him about drinking. Finally, in desperation, Tom says, "Okay, just one".

* What do you think of what Tom did?

* What is your opinion of Tom's friends?

WORKSHEET W17i
(Page 2 of 2 pages)

* If you were Tom, what would you have done?

* If you were one of Tom's friends, would you have acted differently?

SITUATION III: He's Had Too Much

Greg and Sheila have been at a party since eight o'clock. He has consumed several beers but Sheila hasn't drunk at all. It is now midnight and time for Sheila to go home.

Since Greg has had close to ten beers and is feeling pretty "high", Sheila suggests that she drive home. Another boy comments to Greg that this might be a good idea. Greg replies, "I've had more than this lots of times, and I've always made it home. I'm okay for driving".

* What is your opinion of Greg?

* If you were Sheila, what would you do?

* If you were the other boy, what would you do?

SITUATION IV: A Friend

It is past midnight when you get a phone call from a friend. She says she is drunk and needs a ride home. It is obvious from the way she sounds that she has had too much to drink.

Several thoughts run through your mind. Should you tell your parents? Isn't there someone there who could take her home? Is she really that bad off?

* What would you do?

* What do you think of the girl who called?

* How might the friend react if you refused?

* How would you describe the meaning of "friend"?

* How would your parents react to your friend's request? (Write your answer then ask them).

At this point, read the conclusion of SS17a.

(One page only)

Module 18: VEHICLE MAINTENANCE

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 70% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS RELATED TO VEHICLE MAINTENANCE: Underhood checks; Routine servicing; Vehicle systems, functions, and maintenance needs; Maintenance schedule; Effect of operating conditions on maintenance schedule; Consequences of improper maintenance; Signs and symptoms of needed maintenance; Guidelines for choosing auto service agencies; Guidelines for doing one's own maintenance; Value of an owner's manual or an after market repair manual in making maintenance decisions about a vehicle.

THE STUDENT WILL CORRECTLY DEMONSTRATE ONCE ON THE TSE CAR, WITHOUT CUES, THE UNDERHOOD CHECKS AND, WHEN THEY EXIST, CORRECTLY DIAGNOSE DEFICIENCIES AND PRESCRIBE ACTION NEEDED: Check engine coolant level; Check engine oil level; Check automatic transmission fluid level; Check battery; Check tires; Check all drive belts; Check power steering fluid.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. View Bulldog Film tape, "Car Care Series," Program 1. After viewing the tape participate in a teacher-led discussion on items from the tape. (30 mins.)
2. View Bulldog Film tape, "Car Care Series," Program 2. After viewing the tape participate in a teacher-led discussion on items from the tape. (30 mins.)
3. In groups of 10-12, participate in a teacher-led discussion and demonstration of underhood checks on the TSE vehicle. (July, 1986) (20 mins. per group)
4. Participate in a teacher-led discussion on "Maintenance and Identifying Possible Maintenance Problems," using W18a and W18b. (July, 1986) (W18a and W18b must be assigned on a previous day for completion by the beginning of class on the day planned for discussion.) (25 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 296-312, Drive Right for Safety and Savings, pp. 294-311; Drive Right, a Responsible Approach, pp. 320-334; Tomorrow's Drivers, Eighth Edition, pp. 255-268; or Sportsmanlike Driving, Eighth Edition, pp. 168-179, 181-191.
2. Complete Worksheet W18a. (July, 1986) (This worksheet is to be used in a classroom group discussion.)
3. Read Study Sheet SS18a and Complete Worksheet W18b. (July, 1986) (This worksheet is to be used in a classroom group discussion.)
4. Complete Worksheet W18c. (July, 1986)
5. Complete Worksheet W18d. (July, 1986)

EVALUATION

To pass Module 18 requires:

1. Successful completion of Evaluation E18 using XXXXXXX School District computer generated tests.
2. Successful completion of the underhood checks.

TEACHER-LED DISCUSSIONS (Module 18)

(One page only)

UNDERHOOD CHECKS

1. Show students where the oil dip stick is located. Demonstrate how to check oil. Show on dip stick how to determine full, when to add a quart of oil. Inform them that dip sticks are located at various places around the engines of various cars, and that to find it they should look for the curved end of the dip stick and see that the casing it goes through goes down into the engine.
2. Show students how to check the coolant level in the auxiliary tank. Inform the students that many older cars do not have auxiliary tanks and that the coolant level has to be checked by removing the radiator cap (show them the location of the cap) and that the level should be 1 1/2" to 2" from the top. Caution them not to open the cap when the car is hot.
3. Show students how to check the level of the fluid in the battery. Tell them that technically only distilled water or acid should be added when the fluid is low, but that in practice most add tap water. Inform them that directions for how high to fill the battery are usually written on the battery (usually to the split ring about 1" from the top.) Inform them that many batteries now are permanently sealed and the fluid level check is not necessary.

   Show the students the "green eye". Note that when it is green, the charge in the battery is satisfactory.

   Show the students where to check for corrosion.
4. Show students how to check the automatic transmission fluid level. Inform them that the procedures vary from car to car and they should check a manual before checking the automatic transmission. Usually the procedure is to have the car warmed up and, with the engine running, put the car in gear and then into park, then with the engine still running, check the automatic transmission fluid level. Inform them that the dip stick is almost always located on the right side of the car under the hood near the firewall.
5. Show them how to check the fluid level for the power steering. Inform them that the power steering unit is usually located at the left front of the engine. Inform them that not all cars have power steering.
6. Demonstrate how to check drive belts (fan, power steering belts, etc.). Inform them that as a rule of thumb they should be able to depress the belt about 1/2" when applying pressure between the pulleys. Show them how to twist the belts to check for cracks.
7. Show the students how to check the tire pressure. Also show them how to look for uneven wear. Remind them to check the air pressure in the spare also when they check tire pressure.

Xxxxxxx School District
July, 1986

MAINTENANCE AND IDENTIFYING POSSIBLE MAINTENANCE PROBLEMS (Using W18a and W18b)

Ask the students to read what they have written for each of the questions on both worksheets. Be sure that the answers are basically correct as the majority are based on fact rather than allowing for alternatives or opinions.

Xxxxxxx School District
July, 1986

STUDY SHEET SS18a

(Page 1 of 2 pages)

IDENTIFYING AND CORRECTING MECHANICAL PROBLEMS

You need to be aware of symptoms that can alert you to the need for maintenance work on your car. We are not in any way trying to make mechanics of you, but want you to have the awareness of and skill in the preventive maintenance any of you can do.

Read Study Sheet SS1 again which informs you about the warning lights in the dash, how to check that they are working properly, and what they mean when they come on at certain times.

Two basic things will alert you to a need to have the front wheels aligned. If the car pulls to one side or the other and the tires are evenly matched and properly inflated, you probably need wheel alignment. If there is noticeably uneven wear on the front tires on the edges of the ribs or the tires feel "sharper" one way when you rub your fingers across the face of the tire, you probably need wheel alignment. You should take your car into a service shop where they do alignment, and have the front end checked out.

When the wheels "bounce" or "vibrate", usually at highway speeds, it is normally because one or more tires are out-of-balance. It is hard on the tires and can be hard on the car if you continue to drive with out-of-balance tires. The car should be taken to a tire shop where the tires can be balanced. Additionally, vibrations can be caused by other problems such as a worn u-joint in rear wheel drive cars, so any time there is a noticeable vibration in the car, it should be taken to a tire and/or service shop so the problem can be corrected.

On most cars when you turn on the turn signal and the dash turn signal indicator light comes on but it does not flash, it usually means you have a burnt out bulb. With the turn signal on, check the front and back bulbs to see if they are lit. If a bulb is out, you could probably change it yourself on most cars. If the dash turn signal indicators come on for both sides but do not flash, and all four bulbs light, it probably means the flasher unit is not working and needs to be replaced. On most cars this is also an easy element to replace if you can find it. It is located under the dash in different positions. Most cars have two flasher units, one for the turn signals and one for the four-way flashers. Be sure you have the right one if you replace one or the other. If replacing a bulb or flasher does not correct the problem, you need to take your car into a service shop.

There are several indications when your car needs a tune-up or at least attention to some part of the ignition or fuel/carburetion systems. Some of them are rough idling; the engine dying periodically; a hesitation when attempting to start out or accelerate when moving; the engine backfires; the engine misses, especially at higher speed or when accelerating, the engine is hard to start when cold, or when hot, or all the time; the check engine light comes on on the dash. The ignition and carburetion systems on most modern cars are so complicated now that correctly diagnosing and correcting the problem usually requires highly technical equipment and trained personnel.

When you do preventive maintenance checks under the hood, you should include an inspection of your battery. More and more new batteries have the "green eye" and are sealed so no water ever needs to be added. It's a small round glass on the top of the battery. When you look straight down into the eye and it is green, it tells you the battery has a full charge. If it is not, you need to have the battery checked. If it is good but has the low charge, then the charging system in your car should be checked. The same is true if the starter only turns the engine over slowly, especially if that happens basically only the first time you start your car each day. For older batteries, they need to be checked periodically for proper water level. As long as water can be seen above the plates (vertical cardboard-like material), the battery is O.K. However, water should be added to the battery when the level drops below the "split ring" which is usually the full level indicator. You also need to check for corrosion on the battery cables. If you find corrosion, the easiest way to remove it is to pour boiling water over the terminals or put a solution of water and baking soda on the terminals and then rinse with fresh water. Once that is done, the terminals should be tightened and protective fluid put on the terminals so that the corrosion does not start right back again. Protective fluid can be obtained at most auto parts stores or some suggest using vaseline. It is important that whenever you do any work with a battery that you keep it and any solutions away from your clothes and wash your hands thoughly when you are through.

Brake system malfunctions usually have one or more of the following symptoms: "mushy" brakes; the car pulls to one side or the other when the brakes are applied; the brake light in the dash comes on when the brakes are applied; you hear a scraping noise when the brakes are applied.

Usually mushy brakes or the brake light in the dash coming on means low brake fluid in the master cylinder. You could check that yourself and add fluid - but at the same time it should be determined why the brake fluid was low.

When you hear a scraping noise, it would usually mean the brake shoes need to be replaced. You should get to a service shop soon as repeated application of brakes when the shoes are worn out is not only dangerous but can cause damage to brake drums and/or rotors to the extent that they would also have to be replaced and they are expensive.

Periodically you should check the fluid level in the automatic transmission in your car (that is, if you have one). The usual procedure is that the car needs to be completely warmed up, be idling, and be in park. If the fluid is low, be sure to check on the procedure for checking the transmission in your car before adding - it can be very hard on an automatic transmission if it is overfilled. The fluid should be bright red in color. If it is dark in color or smells "burnt", the fluid should be changed soon. If the transmission is shifting abruptly (jerking) or the opposite, slipping when shifting gears and the fluid is full, the car should be taken to a transmission shop to be checked.

For most of the problems noted, the solution stated was to take the car to a service shop. However, if you are mechanically minded and/or have been able to learn from parents or others, some of the items such as replacing brake shoes could be done by you. Whenever you do your own work, you should check a manual for procedures and follow them and any precautions the manual states. You should be careful about undertaking a job if you are not sure of what you are doing when it could cause a safety problem if not done properly.

WORKSHEET W18a

(Page 1 of 2 pages)

Name____________________________________ Date_________________

PREVENTIVE AND ROUTINE SERVICING

1. What are three items that should be checked or serviced as often as you buy fuel?

2. What are four items that should be checked about as often as the car is serviced (lube, oil change, etc.) or perhaps once or twice between servicings?

3. Check the following as either a good or poor practice in relation to maintenance. Explain your answers.

   a. ____good ____poor Warming an engine completely in cold weather before driving off. Explain:

   b. ____good ____poor Wait until a problem arises before taking the car in for service. Explain:

   c. ____good ____poor Have a periodic (e.g. annual, every 15,000 miles) safety and diagnostic check. Explain:

4. Name 5 items that should be checked, serviced, or changed before winter. Explain why for each.

   a. Item_______________Explain:

   b. Item_______________Explain:

   c. Item_______________Explain:

   d. Item_______________Explain:

   e. Item_______________Explain:

5. What is the only way to correctly insure proper inflation of tires?

6. What kind of tire wear will you experience for the following:
   a. Over-inflated:

   b. Car out of alignment:

   c. Tires out of balance:

   d. Underinflated:

WORKSHEET W18a
(Page 2 of 2 pages)

7. What regular service should each of the following items receive? When should the service be done?
   a. Headlights:

   b. Brakes:

   c. Tires:

   d. Radiator:

   e. Power Steering

   f. Engine Oil:

   g. Front Suspension System:

   h. Muffler:

   i. Battery:

   j. Automatic Transmission:

   k. Windshield Wipers:

   l. Lights

8. What are at least four things that will result from regular car maintenance?

9. Why are each of the following important?
   a. Following a regular maintenance schedule:

   b. Making immediate repairs when problems arise:

   c. Following directions in manuals:

   d. Preparing early for seasonal needs (winter, summer):

WORKSHEET W18b

(Page 1 of 2 pages)

Name________________________________ Date______________

IDENTIFYING AND CORRECTING MECHANICAL PROBLEMS

Directions: For each of the following, write a) What is the most likely problem, b) What could result from the symptom noted, and c) What action you should take. An example of how to answer the questions is given in #1.

1. The oil pressure light comes on each time you are braking to a stop.
   a) The oil in the engine is probably low.
   b) Continuing to drive the car when oil is low could damage the engine seriously.
   c) Check the oil and add oil if it is low. If it is not low, take the car to a mechanic to check it out.

2. There is a steady vibration at highway speeds.

3. The turn signal light indicator on the dash stays on steady rather than blinking only on the right turn signal.

4. The turn signal light indicator on the dash stays on steady rather than blinking for both right and left turn signals.

5. When stepping down on the gas, the car hesitates and maybe coughs or backfires before beginning to speed up.

6. The car "pulls" to one side or the other when you apply the brakes.

7. The alternator light flickers on and off at times, or the ammeter shows discharge intermittently, or the voltmeter shows low voltage some of the time.

8. The engine turns sluggishly or slowly before starting the first time of the day.

WORKSHEET W18b
(Page 2 of 2 pages)

9. The brake pedal goes down a little further than usual or feels "mushy."

10. The temperature light comes on now and then when driving in town traffic on hot days.
11. The engine idles rough.

12. The automatic transmission shifts roughly, or is slow in changing gears.
13. There is uneven wear on the front tires.

14. The oil is down a quart every 400-500 miles.

15. As you are driving down the road the car seems to start to weave or be unstable.

16. The "check engine" light comes on periodically.

17. The engine "floods" easily when being started.

18. When you apply the brakes you hear a scraping noise.

19. The engine misses when pulling hills or when accelerating such as when passing.

Xxxxxxx School District
July, 1986

WORKSHEET W18c

(One page only)

Name______________________________ Date______________

REGULAR MAINTENANCE RECOMMENDATIONS

Directions: Using either the owner's manual or an after market manual (e.g. Chilton's, Motor's, etc.), or asking a mechanic at a car servicing outlet, complete the sections below about your family car.

1. Car make______________ year__________ model______________
2. At what intervals should the following be done? Put a check mark on the line in front of the item if it is one that could usually be done as self-service rather than by a car service shop.

Self-service Interval

_____ Lubrication ______________________________

_____ Oil Change ______________________________

_____ Oil Filter Change ______________________________

_____ Automatic Transmission Change ______________________________

_____ Fluids such as brake fluid or power steering fluid checked______________________________

_____ Tires checked ______________________________

_____ Tune up ______________________________

_____ Pollution Control System checked ______________________________

_____ Air Cleaner replaced ______________________________

_____ Wheels packed ______________________________

_____ Fuel Filter replaced ______________________________

_____ Complete safety and diagnostic check ______________________________

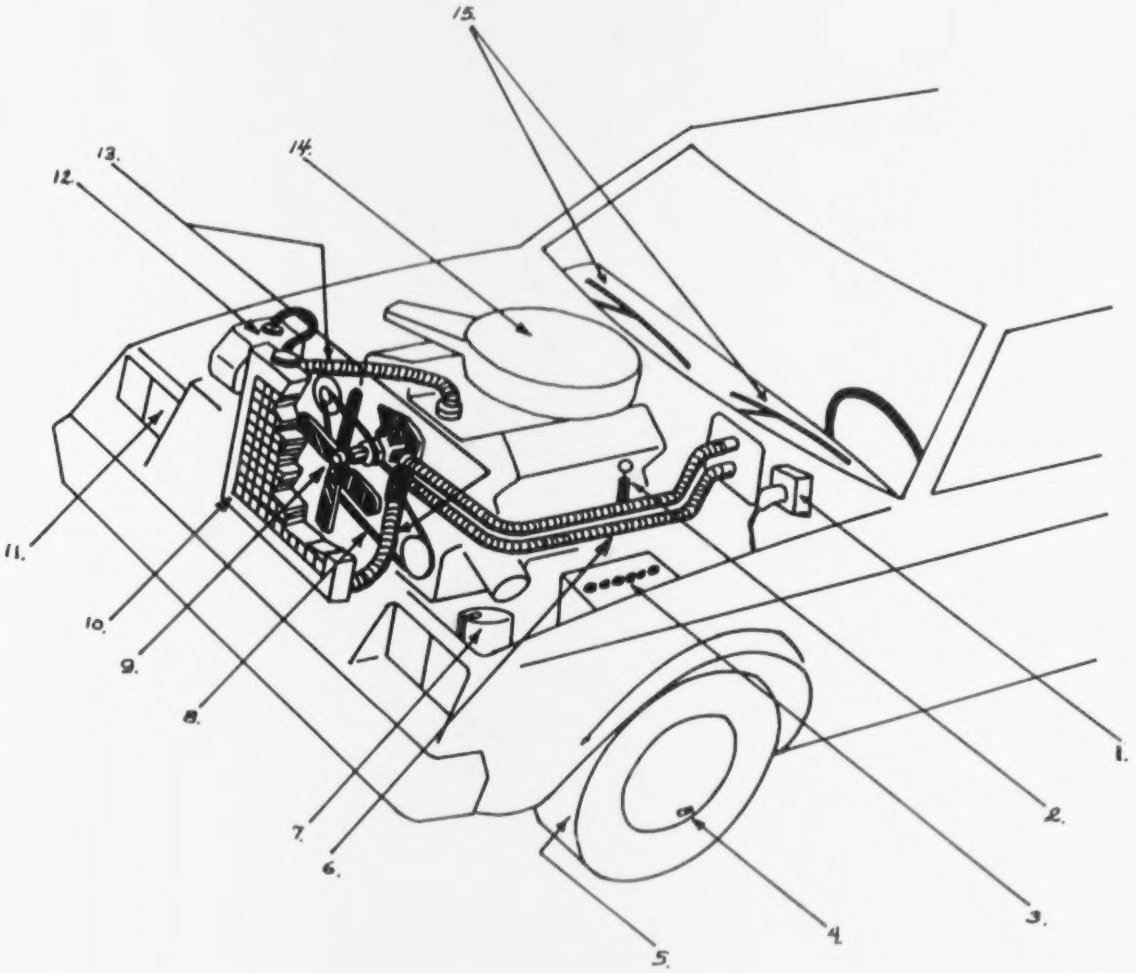
WORKSHEET W18d

(One page only)

Name_______________________________________ Date_______________

VEHICLE EQUIPMENT IDENTIFICATION

Directions: Write the number of the arrow indicating the correct equipment on the line before the name of that equipment. (Note: The location of these items is not the same for all vehicles. For example, some engines are turned sideways which alters where some of the items can be located.)



_____a. Tire Tread

_____b. Brake Cylinder

_____c. Windshield Washer

_____d. Oil Dipstick

_____e. Tire Stem

_____f. Heater Hoses

_____g. Fan Belt

_____h. Windshield Wipers

_____i. Air Cleaner

_____j. Radiator Hoses

_____k. Headlights

_____l. Radiator

_____m. Fan

_____n. Coolant Recovery Tank

_____o. Battery

Xxxxxxx School District
July, 1986

(One page only)

Module 19: SYSTEM IMPROVEMENT FUEL CONSERVATION

OBJECTIVES

THE STUDENT WILL RESPOND WITH AT LEAST 70% ACCURACY WHEN PRESENTED WITH A SET OF OBJECTIVE QUESTIONS ON THE FOLLOWING CONCEPTS: ENGINEERING: Roadway, Vehicle; EDUCATION: Traffic Safety Education, Safety promotion groups; ENFORCEMENT: Police, Courts; EMERGENCY MEDICAL SERVICES: Ambulance services, Paramedics; FUEL CONSERVATION: Issues, Skills.

THE STUDENT WILL INVOLVE HIMSELF/HERSELF FOR A TOTAL OF NOT LESS THAN FIVE HOURS IN (AN) ACTIVITY(IES) DESIGNED TO IMPROVE THE HIGHWAY TRANSPORTATION SYSTEM, TO PROMOTE SAFETY IN THE HIGHWAY TRANSPORTATION SYSTEM, OR TO PROMOTE FUEL CONSERVATION.

STUDENT LEARNING ACTIVITIES

CLASSROOM GROUP ACTIVITIES

1. View filmstrip cassette program, "Minimizing Impact," from frames 68 to 90. After viewing the filmstrip participate in a teacher-led discussion on the role played by engineering in making our highways safer.
2. Participate in a session presented by a police officer on concepts related to enforcement and other items related to police services. If a police officer is not available the teacher should lead the discussion/session. (30 mins.)
3. Participate in a session presented by a paramedic on emergency medical services. If a paramedic (or other person who could present on emergency medical services) is not available the teacher should lead the discussion/session. (30 mins.)
4. Participate in a teacher-led discussion on litter control. (Resource: Driver' Guide of the state of Washjington, p. 39.) (10 mins.)
5. Participate in a teacher-led discussion on fuel conservation issues using W19a and the pamphlet "Don't Be Fuelish" for part of the discussion. (W19a and the pamphlet "Don't Be Fuelish" must be assigned on a previous class day for completion on the day planned for discussion.) (20 mins.)

INDEPENDENT STUDY ACTIVITIES

1. Read Drive Right, pp. 311, 344-353; Drive Right for Safety and Savings, pp. 309-310, 328, and tips on fuel savings pp. 11, 31, 49, 65, 81, 97, 115, 139, 163, 187, 219, 237, 263, 291, 311, 325; Drive Right, A Responsible Approach, pp. 317, 335-336, 356-359; Tomorrow's Drivers, Eighth Edition, pp. 268-271; or Sportsmanlike Driving, Eighth Edition, pp. 120, 209-212.
2. Read Driver's Guide of the state of Washington, 6-85, p.39.
3. Read the Highway Users' Federation pamphlet, "Who Needs High School Driver Education?"
4. Read the Federal Energy Administration pamphlet "Don't Be Fuelish."
5. Complete Worksheet W19a (July, 1986) (To be used in a classroom group discussion.)
6. Complete at least one activity listed on Study Sheet SS19a. (July, 1986) (This activity should be assigned within the first two weeks of the course.)

EVALUATION

To pass Module 19 requires:

1. Successful completion of Evaluation E 19 using Xxxxxxx School District computer generated tests.
2. Evidence of a minimum of five hours in (an) approved activity(ies) designed to improve the HTS, to promote safety in the HTS, or to promote fuel conservation.

TEACHER-LED DISCUSSIONS (Module 19)

(One page only)

POLICE OFFICER SESSION - ENFORCEMENT AND OTHER POLICE SERVICES

The following is the outline of points to be made by the police officer in the session on enforcement and other police services. This outline should be discussed with the speaker enough in advance of the presentation so the speaker has time to prepare. The speaker should be limited to a maximum of 30 minutes. The speaker should be directed to leave enough time for questions from the class and clarify if he/she wants questions during or at the end of the presentation

1. Chief duties in regard to traffic patrol.
2. Philosophy of applying traffic laws.
3. Police officer has "service" as well as "enforcement" duties.
4. Jurisdiction of various police forces -- city, county, state.
5. National Driver Register. (Stores names and records of problem drivers nationally.)
6. Personal anecdotes that substantiate necessity for enforcement agencies.
7. Police attitude toward young drivers and vice-versa.
8. Timely issues (e.g., re new seat belt law and enforcement of such laws.)
9. Enforcement index.
10. Citation "quotas".

PARAMEDIC SESSION - EMERGENCY MEDICAL SERVICES

The following is the outline of points to be made by the paramedic in the session on emergency medical services. This outline should be discussed with the speaker enough in advance of the presentation so the speaker has time to prepare. The speaker should be limited to a maximum of 30 minutes. The speaker should be directed to leave enough time for questions from the class and clarify if he/she wants questions during or at the end of the presentation.

1. What is meant by the term "Emergency Medical Services?"
2. What are the types and numbers and locations of emergency vehicles and hospital emergency departments.
3. Explain the specific duties of a paramedic.
4. Discuss the communications network for EMS in the area.
5. Explain procedures for summoning aid.
6. What are the training and licensing requirements for EMS personnel?
7. Tell about personal feelings regarding the experiences of administering to persons injured in traffic accidents, especially if drinking is involved or safety belts were not worn.

FUEL CONSERVATION

1. Brainstorm fuel conservation hints and ideas. Chief resource is "Don't Be Fuelish" pamphlet.
2. a. Ask the students to share their answers from "A" on W19a. Compare and discuss differences in the students' answers.
   b. Ask the class as a group whether they answered "S" or "W" for the items in "B". Whenever there are some students who have a different answer from the group, open that item to discussion and explore the reasons for the different responses.
3. The following is intended to be a values clarification exercise aimed at getting the students to consider the seriousness of the fuel issue. (Use the discussion techniques described for use with the Trigger Films, Teacher-led Discussions, Module 17, page 1.)
   a. What reaction would you have if the Washington State Legislature passed a law as a fuel-saving measure making the minimum licensing age 18?
   b. How would your life change if your family were restricted to 15 gallons of gas each week?
   c. What would your reaction be if professional sports activities were limited to regional leagues and the number of games played reduced to save travel?
   d. If members of your family drive well over the speed limit when they think they can "get away" with it, what do you think you should do?
   e. What are your thoughts about fossil fuels being used up at some future date?

STUDY SHEET SS19a

(One page only)

IMPROVING THE HTS - PROMOTING SAFETY AND FUEL CONSERVATION

The following items are suggestions for acceptable activities in meeting the objective to improve the Highway Transportation System or promote safety or fuel conservation. These are not the only activities you could do to meet the involvement requirement - see #2 below.

IMPORTANT - ALL ACTIVITIES USED FOR FULFILLMENT OF THE OBJECTIVE MUST HAVE PRIOR APPROVAL FROM THE TEACHER. DO NOT BEGIN AN ACTIVITY WITHOUT GETTING APPROVAL FROM YOUR TEACHER IF YOU WANT TO BE SURE OF GETTING CREDIT FOR YOUR EFFORTS. SOME OF THESE ACTIVITIES MAY BE DONE IN SMALL GROUPS BUT AGAIN MUST HAVE PRIOR APPROVAL FROM THE TEACHER.

1. Identify a deficiency in the Highway Transportation System and take steps to correct the deficiency.
2. Design and carry out your own activity promoting safety in the HTS or promoting fuel conservation.
3. Participate in a safety promotion group (e.g. SAFTYE Club, SADD).
4. Make 2 posters concerning traffic safety. The minimum size must be 9" x 12". To be considered as completed, the posters must be well thought out, well done, and convey a clear idea about traffic safety. Obtain permission and display the posters somewhere in town. These posters must be checked and approved by the teacher before seeking permission for display.
5. Write an article on some specific area of traffic safety. (Examples: New safety features found built into the construction of freeways; how alcohol affects the driving process.) Submit it for publication in a newspaper or newsletter. The article must be read and approved by the teacher before submitting it to a publisher.
6. Design and put up a bulletin board in school based on an area of traffic safety education.
7. Write letters to several auto clubs and safety agencies, asking for information and pamphlets concerning traffic safety. Prepare a display of the materials in the school.
8. Interview 3 different car dealers who sell different makes of cars, comparing the safety features of 3 different sizes of vehicles (e.g. sub-compact, mid size, full size, etc.) for one make of car (e.g. Ford, Chevrolet, etc.) at each dealer. Prepare an article from your information and submit it for publication in the school newspaper. The article must be read and approved by the teacher before submitting it to a publisher.

9. Safety check 15 different vehicles. Make a complete vehicle checklist of items that can be checked without equipment, covering such things as tires, lights, etc. This checklist must be approved by the teacher before starting safety checks. Once the checklist is approved, check 15 vehicles: the family car(s), friends' cars, the neighbors' cars, etc. After checking the cars, provide the owners with the completed checklist. Turn in a copy of each completed checklist to the teacher.
10. Design an efficient traffic flow chart for the Xxxxxxx High School parking lot(s). Figure out a means so that vehicles can enter and leave the high school parking lot(s) with a limited amount of conflict. Present the chart to the principal for consideration. Turn in a copy of the chart to the teacher.
11. Visit a Traffic Court in session. If you choose this activity, you are to complete Worksheet W19b. (July, 1986)
12. Clean up a section of road or parking lot of litter. Two weeks later, clean up the same section or lot. With permission make an appropriate display of the litter in the school, noting it was two weeks accumulation; or write an article about the two weeks' accumulation and submit it for publication in the school newspaper. The article must be read and approved by the teacher before submitting it to a publisher, if you choose the option to write an article.

Xxxxxxx School District
July, 1986

WORKSHEET W19a

(One page only)

Name______________________________________ Date______________

FUEL CONSERVATION

This worksheet will be used as part of a classroom group discussion.

A. RATING GAME

This is a game of answering questions about fuel economy driving. The questions have no right or wrong answers. The answers are your personal opinions. After each question, three answers are given. Place a "1" by the one you think answers the question best, a "2" by the answer you think is second best, and a "3" by your third choice.

1. Which do you think is the most important factor in saving gasoline?
   ___The mechanical condition of your car ___Your driving habits ___ Speed laws
2. What would you say is the most difficult thing to do in getting better gas mileage?
   ___ Driving at steady, constant speeds ___ Driving at slower speeds
   ___ Keeping a light and steady foot on the gas pedal during acceleration
3. Who do you think would be to blame if gasoline had to be rationed?
   ___ Drivers ___ The government ___ Oil companies
4. What would you say is the best way to lower your gasoline bill?
   ___ Limiting unnecessary driving ___ Using your car less ___ Combining short errands into one trip
5. Which driving action can waste the most gas?
   ___ Making fast starts and sudden stops ___Using air conditioner
   ___ Tailgating
6. Which driving action do you feel saves the most gas?
   ___ Anticipating conditions ahead ___ Holding a steady speed
   ___ Starting engine correctly

B. SAVE OR WASTE TEST

Decide which of these actions saves or wastes gasoline. In the blank at the left of each number, place an "S" if you think the actions saves gas and a "W" if you think it wastes gas.

______ 1. Pumping the accelerator to start the engine.
______ 2. Carrying extra weight in the car trunk.
______ 3. Reducing tire air pressure before long trips.
______ 4. Keeping gas tank as full as possible.
______ 5. Combining short shopping trips.
______ 6. Driving in freeway traffic rather than city traffic.
______ 7. Making sure your front wheels are aligned.
______ 8. Using radial tires rather than bias-ply tires.
______ 9. Idling the engine to warm it.
______10. Carrying baggage on the car roof.
______11. Braking while going uphill.
______12. Tailgating the car ahead.
______13. Easing off throttle while climbing a hill.
______14. Cruising at a steady 55 mph on freeway.
______15. Racing the engine before shutting it off.
______16. Shifting into high gear as soon as possible.
______17. Checking your gas mileage regularly.
______18. Riding the brake pedal as you near traffic lights.
______19. Slowing down gradually as you near stop signs.
______20. Driving as if you had an egg between your shoe and the gas pedal.
______21. Driving with tailgate down in pickup truck.
______22. Leaving ski rack or trailer windbreak on car when not in use.
______23. Moderate acceleration.

Xxxxxxx School District
July, 1986

WORKSHEET W19b

(Page 1 of 2 pages)

Name____________________________________ Date_______________

TRAFFIC COURT REPORT

Directions: For (a) by each number, write the charge (Note, for a major charge such as a DWI or Reckless Driving, use the lower half of page 2); for (b) write the plea (guilty or not guilty); and for (c) write the disposition by the court (fine and how much, community service, etc.) Log only the first 25 and only one major charge if is one or more than one that day.

1. a. b. c.
2. a. b. c.
3. a. b. c.
4. a. b. c.
5. a. b. c.
6. a. b. c.
7. a. b. c.
8. a. b. c.
9. a. b. c.
10. a. b. c.
11. a. b. c.
12. a. b. c.
13. a. b. c.
14. a. b. c.
15. a. b. c.
16. a. b. c.
17. a. b. c.
18. a. b. c.
19. a. b. c.
20. a. b. c.
21. a. b. c.
22. a. b. c.
23. a. b. c.
24. a. b. c.
25. a. b. c.

WORKSHEET W19b

(Page 2 of 2 pages)

Summary of Court Visit: (Do not limit to, but include at least some items on your overall reaction, your opinion regarding the decisions of the judge, etc. Be certain to indicate reasons for your opinions).

Charge ______________________________

Defendant ______________________________ Date ______________

Judge ______________________________ Time ______________

Prosecuting Attorney ______________________________

Defense Attorney ______________________________

Summary of testimony such as Breathalyzer reading, who testified, police officers involved, witnesses who testified, what basically was said, etc.

Judgment:

Fine ______________ Suspended ______________

Jail ______________ Suspended ______________

Other actions such as suspension of license and how long, action not completed and why, charge reduced to what and why, etc.

Xxxxxxx School District
July, 1986